





AMERICAN FOUNDATION  
FOR THE BLIND INC.







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# OUTLOOK *for the* BLIND

## *and* THE TEACHERS FORUM

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### WHEN BRAILLE WRITERS?—A SYMPOSIUM

SINCE THE QUESTION of the availability of braille writers is so vital to so many persons, the *Outlook* decided to look into the situation and present a symposium on the subject. The "Perkins Brailler," for which the Perkins Institution and the American Foundation for the Blind are sharing tooling costs, is not expected to begin coming off the production line until April, and since an estimated period of two years may elapse before all orders can be filled, it seems wise, therefore, to attempt to give readers of the *Outlook* as complete a picture as possible of the availability of other braille writers, both in America and abroad.

One point to be borne in mind when selecting a machine of foreign manufacture is that of servicing. Herde and Weimann's American representative, the Eastall Corporation, reports that servicing for that machine can be done by them in this country; and possibly for other machines replacement parts could be obtained by air mail in little more than a week.

The write-ups by the various manufacturers have been edited only in matters of style. The statements are those of the various companies, and the *Outlook* assumes no responsibility for their accuracy. This magazine, when requesting the statements, clearly indicated that they would be printed impartially. Data is not available on the *Flagg Braille Writer*, manufactured in Switzerland; and the *St. Dunstan's Braille Writer*, handled by Redwing Ltd., Darien, Connecticut. Also, there is rumored to be a shorthand machine in Hungary, but an inquiry elicited no response. The statements are given in alphabetical order according to suppliers' names. AMERICAN PRINTING HOUSE FOR THE BLIND, 1839 Frankfort Avenue, Louisville, Kentucky.

The production of the American Printing House for the Blind *New Hall Braille Writer*, which went into manufacture right after the end of the war, has now caught up with accumulated demands and machines are now available for immediate delivery. Approximately forty new machines are com-



pleted each month. This writer is easy to use and maintain, is quite rugged, and is relatively inexpensive. With the carrying case the writer weighs approximately 16 pounds, while the overall length, breadth, and height of the machine itself are  $15\frac{1}{2}$ ", 10", and  $5\frac{1}{2}$ " respectively. It will emboss a maximum of thirty-nine cells on a sheet of paper  $10\frac{1}{2}$ " in width. The carrying case adds about  $1\frac{1}{2}$ " overall in size and 5 pounds to the weight. This particular model, in the case, is now available to anyone at \$52.00, plus postage and insurance on 24 pounds from Louisville to destination.

A limited number of machines with slightly wider carriages are also available. This writer will accommodate the standard  $11\frac{1}{2}$ " transcribing paper and will emboss a maximum of forty-one cells. It is similar in all respects to the standard model *New Hall Braille Writer* except for the additional width of the carriage, and an increase of \$3.00 in price—total cost \$55.00, plus postage and insurance on 24 pounds from Louisville to destination. Should the demand for the longer-carriage machine prove sufficient, the Printing House will probably make it the standard size in the future.

The Printing House has also obtained the parts for 100 *Marburg Braille Writers* ready for assembly, and these will be available about March 1, 1950. The Marburg machine (manufactured in Germany) is similar in appearance and operation to the German Picht writer manufactured in Germany before the war. The overall size of this writer is  $14\frac{1}{2}$ " in length,  $9\frac{3}{4}$ " in width, and  $5\frac{1}{4}$ " in height. The carrying case will add approximately  $1\frac{1}{2}$ " to the size overall and 5 pounds to the weight—total weight with case  $13\frac{1}{2}$  pounds. This writer also handles a  $10\frac{1}{2}$ " sheet of paper and embosses a maximum of 42 cells. The price, with case, will be \$57.00, plus postage and insurance on about 21 pounds from Louisville to destination. The demand for these machines will

determine our future policy with regard to their production and distribution.

Although the *New Hall Braille Writer* is in regular production, the Printing House is carrying on a research program with a view to producing a writer that will more nearly meet the needs of the blind. For instance, it is felt that a quieter machine than any that is on the market now would be desirable. As part of this program, investigation is being made into the possibility of producing a smaller, lighter, and less expensive writer. Should this prove practical, we will have something definite to show within the year.

ALFR. ANDERSSON & O. SORENSEN, Niels Juels-gade 9-11, Copenhagen, Denmark.

The Danish *A. & S. Braille Writer* is now available in a new and improved design, which has been revised in cooperation with the Royal Danish Institute for the Blind in Copenhagen.

The materials used are a special alloy, with all moving parts and bearings made of steel to insure long life and smoothness of operation. The carriage is reversible so that it can be made to operate in either direction. This simplifies the solution of mathematical problems. A detachable plate or table may be fitted behind the carriage to facilitate the reading of the problems.

The paper is inserted beneath a hinged holder on the roll and is locked in place by pins on the flap when the paper is rolled in. At the end of the page, the holder is released by means of serrated levers at each end of the roll. This makes it possible to reinsert the paper accurately. Both right and left margin stops are adjustable.

In addition to the carriage reversing control, there is a carriage release and a backspacer. The machine is about  $12\frac{1}{2}$  inches wide, 9 inches deep and 4 inches high. It weighs about  $9\frac{1}{2}$  lb. in the case.

The *A. & S. Braille Writers* are well known for their stability and durability and



are used in the Royal Danish Institute for the Blind as well as in all Danish schools for the blind; and are exported to many countries in Europe. They are everywhere esteemed as the leading braille writer. A model for one-hand operation is also available.

(Ed. Note. The manufacturers state that "it is almost impossible, and very expensive, to forward single machines.")

BLINDENSTUDIENANSTALT, Liebigstrasse 11, (16) Marburg/Lahn, Germany.

(Ed. Note. No physical description was included in the statement received from the Blindenstudienanstalt. It may be said, however, that superficially it closely resembles the prewar *Picht Braille Writer*. Internal changes in design aim at reducing noise of operation and at increasing ease of writing. These comparisons are based on the prewar Picht and not on the braille writer described under the statement for Herde & Weimann, which is an entirely new machine.)

The *Marburg Braille Sheet Writer* is available in standard forms or in special forms for right or left hand writing. It measures about 5 inches high, 14¼ inches wide, and 9 inches deep. The machine alone weighs about 8 lb. 6 oz. In the case it weighs about 15 lb. 7 oz. and the packing weighs about 16½ lb. Any model, complete with case, may be ordered at the price of \$47.00. In lots of twenty-five, the price is \$41.00.

The *Marburg Braille Shorthand Machine* has a carrying case as an integral part of the machine. Closed, it measures about 8¼ by 5⅛ by 2⅓ inches, and open, it measures 8¼ by 8 by 2⅓ inches. Without attachments (take-up reel, reading guide) it weighs about 4 lb. 3 oz. With attachments, the weight is 6 lb. 10 oz. Packing weighs about 2 lb. 3 oz. The model for normal two-hand operation, with all necessary attachments, is priced at \$40.00. (Without the attachments, the price is \$32.50.) Models are also available with all accessories for both right and left

hand amputees, at a price of \$47.50.

This machine employs tape on 40-45 yard rolls measuring about 3½ inches in diameter and ½ inch in width. One hundred rolls weigh about 11 lb. and cost \$4.70.

All prices are subject to change without notice. Payment may be "cash for documents" which means that delivery will be made after the purchaser has secured the shipping papers by paying the designated foreign trade bank. Or letters of credit may be purchased from the foreign department of a local bank, payable at a bank in Germany. Delivery on all machines can be made in about a fortnight. Orders should be accompanied by a statement to the effect that an Import License is not required.

(Ed. Note. Dr. Strehl also sent description and price of the *Marburg Stereotype Braille Printing Machine* (formerly Hinze). This information can be supplied on request).

BRAILLE INSTITUTE OF AMERICA, INC., 741 North Vermont Avenue, Los Angeles 27, California.

The *Atkinson Model Portable Braille Typewriter* is described as "the machine that writes braille on the level." Engineered for the use of students and for the business and professional blind. All of the first lot used satisfactorily in office, schoolroom and travel since December 1947. Next lot available mid-summer 1950. A standard wide carriage machine available about the same time. Prices quoted on request.

#### *Special Features:*

1. Weight: 10 lb. without case; 13 lb. with case which is an indispensable component of the machine.
2. Size of case: 6 by 9 by 14 inches, with space enough for one lb. of braille paper inside the lid.
3. Semi-noiseless. Roller bearing carriage contributes to ease and speed in operation, eliminates noise.



4. Improved key mechanism insures light, speedy action and a full round dot without undue strain on the fingers.
5. Styli mechanism permits worn stylus to be adjusted, insuring uniformity in height of dots.
6. Permits page to be reinserted for corrections without crushing the dots.
7. Accommodates paper nine inches wide on a flat, horizontal basis. No more curling of paper around rollers or into tubes.
8. Carriage table forms a smooth, flat surface on which a full braille page or any portion thereof can be read by touch or sight, without removing paper from the writer.
9. Conventional features such as line spacer, back spacer, marginal controls and carriage release are located where any typist would expect to find them.

(Ed. Note. The Braille Institute's printed literature states: "It is expected that the price of these will be substantially less than \$100.00 each." "All of the first lot manufactured have been sold at \$115.00 each.")

EASTALL CORPORATION, 120 Broadway, New York, representing Herde and Weimann of Berlin. The "*Original Picht*" Braille Writer, new model.

By far the oldest manufacturers of braille writers are Herde and Weimann (formerly Herde and Wendt) Berlin. Their "*Original Picht*" Braille Writer was first manufactured in 1903 and has since become well known in many parts of the world including the United States.

Herde and Weimann's new post-war *Picht Record* model was completed only a few weeks ago and represents a great improvement in the braille writer field. There are no corners or edges and no screws which might hurt a blind person's hands. All parts are covered by a smart, streamlined case.

A very light touch on the keys enables the typist to write with this new model at a speed

far greater than is possible with other machines so far known.

The carriage release at the right can be operated by one hand, which is important for one-handed typists. Left-handed users can order their writers with the release at the left side of the carriage.

The *Picht Record* has left and right hand margin stops both of which are adjustable and connected with the alarm bell. This is of importance when writing tabular records. The *Picht Record* operates practically noiselessly as it is mounted on sponge rubber. It takes paper up to 11½ inches wide. The weight of the portable machine is only 6.3 lb., and with the elegant case 8.6 lb. The case can be locked.

Herde and Weimann can supply more than 6000 writers per year. The price is about \$60.00.

Herde and Weimann also manufacture the *Original Picht Tape Writer*, a very practical and solid machine for stenography. The price is about \$54.00.

Sole distributors for the United States are the Eastall Corporation, 120 Broadway, New York 5, N. Y., who will be glad to furnish further information. A sample of the new model is available. The firm is planning a braille writer with automatic touch, by means of which absolutely even embossing and unsurpassed speed will be possible with a minimum of force. Practical experiments have already been made with good results, but the machine will not be ready for delivery for awhile.

EXPORT SERVICE HANDWERK, Ehrenberg Strasse 27, Berlin-Dahlem, American Sector, Germany.

The *Minerva Braille Typewriter* has been constructed in cooperation with its prospective users and represents in its present form the experience of several decades. The use of the best steel and high grade alloys give the machine the greatest durability and at the



same time compact construction, small size and light weight. Precision of construction reduces effort of operation and increases speed. The writing is almost noiseless, and the dots are high and firm and can be read at once for checking.

A special feature is a carrier in the platen, into which a roll of perforated paper may be inserted. Filling the carrier may be accomplished quickly and prepares the machine for instant use. Paper up to 9½ inches in width can be accommodated.

A handy light-weight container makes the machine easily portable for all occasions. The keys are designed to permit writing for long periods without fatigue.

In conclusion, we may state that the *Minerva Braille Typewriter* has the following advantages: light weight, durable construction, clear writing, noiselessness, practical paper container, easy use, low price.

(Ed. Note. It appears that this model is not presently in production, and that individual orders cannot yet be filled).

INTERNATIONAL BUSINESS MACHINES CORP., 160 Broadway, New York, N. Y., is now manufacturing the *Banks Pocket Braille Writer* at the request of the San Diego Lions Club, San Diego, California.

This braille writer is distributed to the blind only through their local Lions Club, which, in turn, obtains the machine from the San Diego Lions Club.

The braille impression is on a paper tape which feeds from a roll contained within the case of the braille writer. The total weight of the braille writer and paper is approximately 18 ounces. The device is 8 inches long, 4¾ inches wide and 1 3/16 inches high and can be carried in the coat pocket.

This braille writer is currently in production and weekly shipments are being made from the factory to the San Diego Lions Club.

NATIONAL INSTITUTE FOR THE BLIND, 224 Great Portland Street, London, W. 1.,

England. Mr. Eagar writes as follows: The only machine we have in production at the moment is the *Improved Stainsby*. The machine is of all-metal construction except that on the underneath side of the board a covering of mecho-felt is fixed, the purpose of which is to render the machine more silent in operation. The carriage travels from right to left as the braille is written, and a bell gives warning six spaces before the end of each line. A reversible metal clamp is used for holding the paper and with this clamp it is unnecessary to remove the sheet when writing on the reverse side but, instead, the clamp, with the paper still held firmly, is reversed as one unit. The binding margin is made automatically and the carriage may be released and set at any point of the carriage, thereby saving time. The paper is not rolled but remains flat. There are two models produced:

- (a) Ordinary keys. The keys on this model are arranged for writing braille *as it is read*.
- (b) Reversed keys. On this model the keys are arranged for writing as on the ordinary hand frame, i.e., by reversing the characters.

Three types of each model are available:

- (i) Interlining—designed for writing eighteen lines of braille on each side of the sheet.
- (ii) Interpointing—for writing twenty-seven lines of braille on each side of the sheet.
- (iii) Combined—supplied with two boards and as the name implies, a combination of (i) and (ii).

All these machines produce thirty-six braille characters to the line. The board measures 14½ inches by 10¾ inches. Following are the current prices which include the carrying case as illustrated:

- (i) Interlining O.K. or R.K. model (weight 4 lb. 10 oz., with case—6 lb. 14 oz.) £9. 7. 6. (\$26.25)



(ii) Interpointing O.K. or R.K. model  
(weight 4 lb. 10 oz., with case—  
6 lb. 14 oz.) £10. 2. 6. (\$28.35)

(iii) Combined O.K. and R.K. model  
(weight 6 lb. 8 oz., with case—  
8 lb. 12 oz.) £10. 12. 6. (\$29.75)

Postage and insurance to the United States on individual machines approximates 10s. 3d. (\$1.45) additional. On bulk consignments f.o.b. charges would naturally be dependent on the quantities involved.

We maintain stocks sufficient for one year's normal demand, and can at present give immediate delivery, but if the *Outlook* article increased the United States demand considerably we would have to make special arrangements to meet it and a program of delivery dates would have to be arranged.

We are planning to produce an improved model of the *Pyke-Glauser Upward Braille Writer*, but I am rather afraid that we shall not be able to arrange for production until the end of 1950, and I do not anticipate the first deliveries until the spring of 1951, so it is quite possible that the Perkins writer will be on the United States market before ours. Here are some details about it, subject to final acceptance of the prototype. Three keys are arranged on each side of a long space bar. There is a light-weight travelling style box. The braille appears on the upper surface of the paper and can therefore be read immediately it is written, without having to reverse the paper. The paper is kept stationary when writing. The machine will be supplied with a board for interpointed or interlined braille. Line feeding is obtained by moving up the paper clamp one set of holes after each line has been brailled. The machine is fitted with tabulating stops, backspacer and a bell to warn the operator when the end of the line is being approached. It produces thirty-six characters to the line.

We are not able at this stage to quote prices, but the standard model will be in the

neighborhood of £25-£30 (\$70.00 to \$84.00) including the carrying case. The weight of the machine without the case will be approximately 11 lb. (type of case not yet decided on). This machine will be too heavy to send by parcel post and, so far as I can judge at this stage, f.o.b. charges on individual machines would be approximately £1. 5. 0. (\$3.50).

(Ed. Note. Prices in English money have been converted to American money based upon the present par value of \$2.80 per £). THE HOWE MEMORIAL PRESS, Perkins Institution for the Blind, Watertown 72, Massachusetts.

The *Perkins Brailier* is being manufactured by the Howe Memorial Press with the co-operation of the American Foundation for the Blind and the first machines are expected about April 1, 1950. It differs radically in appearance and design from other models. It is almost wholly enclosed in aluminum with a built-in carrying handle. For most purposes a carrying case is unnecessary. It weighs approximately 10 pounds. A light embossing unit moves across the page, eliminating the need of a movable paper carriage. This gives a rugged compactness so that the working space required is only 15¼ inches by nine inches, which is the overall size of the writer. There are very few projections, and these are strong enough to stand reasonably hard knocks. Paper up to 11¾ inches by 14 inches may be used, with forty-two cells to the line. The mechanism locks silently when the paper is fully inserted, when the right margin is reached and when the last line is completed. Except for margin stops, no adjustments are needed at any time for any size sheet. Each character may be read as soon as embossed. The key action is quiet and requires surprisingly little effort. Dots in a cell are produced automatically of uniform height. With only a light unit to return, little effort is required to prepare for a new line. A new sheet may



be inserted almost noiselessly and in about five seconds with practice. Pages may be reinserted accurately for correcting.

The machine with dust cover will sell for about \$65.00, f.o.b. Watertown, Mass. A

carrying case will be supplied on request at a small extra charge.

Any reader desiring more information about any of the foregoing may write to the suppliers direct or, if letters are sent to the *Outlook*, they will be forwarded.

## THE OHIO REPORT

W. G. SCARBERRY

IN DECEMBER 1947, the chairman of the Ohio Post-War Program Commission upon request of the Governor of Ohio, appointed a committee to study the problem of how best to educate the blind and the deaf children of Ohio. The committee consisted of nineteen persons and commenced its study in January 1948. The over-all question to be studied was stated by the committee as follows: "What is the best plan to educate these handicapped children so that they may become useful citizens in a seeing and hearing world?" Relating to blind children the following questions were posed:

1. Is it better to educate blind children in the State schools or in special classes in the public schools?
2. What is the best method of education of children doubly handicapped by both blindness and deafness?

Consideration was also given to the comparative costs of the various methods of education. The chairman of this committee divided the state into five zones for the purpose of bringing the matter more closely to the attention of the residents of the state. At least one meeting was held in each zone under the direction of some member or members of the committee. The State School was visited by the entire committee and pub-

lic school classes were visited by all or part of the committee. Also some members of the committee visited boarding homes and a few members visited schools and clinics in other states.

Manifestly, a complete report of the activities of this committee would be too lengthy for a magazine article; therefore, only the recommendations and conclusions of the committee are reported. A private agency in the state spent approximately \$9,000 in making part of the study and publishing part of the report. A rather lengthy resumé of the committee's activities is contained in the Biennial Report of the Post-War Program Commission which was issued in January 1949.

### *Recommendations*

1. That the employment or use of field agents, on either full or part-time basis, by the State Schools for the Blind and Deaf to recruit pupils be immediately discontinued.
2. That the General Assembly enact legislation defining with greater exactness the terms "blind person" and "deaf person" for purposes of education.
3. That the same requirements for oral speech instruction now pertaining to deaf and hard-of-hearing children in the public schools apply with equal emphasis to pupils in the State School for the Deaf.

W. G. Scarberry is superintendent of the Ohio State School for the Blind.



4. That supervisory and executive functions of the State Department of Education be made to operate in the State Schools for the Blind and the Deaf in the same manner as now affects the program of education, instructional services and educational facilities in the public schools.
5. That the present school census be broadened to include persons from the ages of one to twenty-two years for the uses and purposes mentioned more fully in the report.
6. That the General Assembly enact legislation definitely authorizing and empowering the State School for the Deaf to enroll pupils at the age of three years.
7. That the Department of Special Education undertake the education of parents of all children who are deaf in accordance with the Tracy plan.
8. That boarding homes be placed under the jurisdiction of local Boards of Education and that the State Department of Education allocate funds sufficient to reimburse local boards for the expenses thus incurred by the boarding pupil.
9. That legislation be enacted establishing a Board of Review at each State University, in accordance with the details as set out in the body of this report, with the powers, duties and functions therein set forth.
10. That legislation be enacted authorizing the State Department of Education to select a Career Director empowered to select a competent advisory Board of industrialists, professional men and others deeply concerned with effecting the social and economic education of the deaf and hard-of-hearing in society, and to supervise the over-all policy of the training of the deaf and hard-of-hearing for the transition of these handicapped from the academic and training period into proper and stable placement in a life work.
11. That legislation be enacted to make adequate appropriations to the Department of Education to assist all schools to purchase any needed equipment and facilities for an up-to-date educational program and for vocational training.
12. That pupils educated in the public schools have opportunity for education in vocational training in the State residential schools.
13. That the State Schools for the Blind and Deaf broaden their curriculum so that recreational, social and educational facilities in the vocations be extended through the calendar year to all the blind and deaf children of the State who may desire to participate therein.
14. That the State Superintendent of Public Instruction be authorized and directed by legislation to organize a joint committee of representatives from the local public schools, departments of special education of the several State Universities, State School for the Deaf, State School for the Blind and the State Department of Education for the purpose of preparing comprehensive and uniform programs of education.
15. That legislation be enacted making procedures for the qualification and certification of teachers in the public schools applicable to teachers in the State Schools for the Blind and the Deaf.
16. That legislation be enacted to provide adequate salary schedules for teachers in the State Schools for the Blind and the Deaf and sufficient funds be made available to meet such schedules.
17. That legislation be enacted authorizing the State Department of Education to subsidize the cost of education of the handicapped in the current year with supplementation if conditions so warrant, which cost shall be based upon the average daily membership instead of the average daily attendance.
18. That the Department of Education make



adequate funds available to the Division of Special Education for the purchase of necessary physical equipment to assist the educational program of the blind and the deaf.

19. That all expenditures made by the State for the education of handicapped children be included in one budget drafted by the State Department of Education, and appropriation thereto be made to the Division of Special Education in the State Department of Education.
20. That the committee deplores the present physical conditions in both of the State Residential Schools since they are unsafe and unsanitary for their present use. The committee recommends that immediate steps be taken to make the schools safe and sanitary, the necessary repairs to be paid out of any unexpended balances available or the General Assembly appropriate additional funds necessary to accomplish such results until some permanent solution of the problem of new or rebuilt schools be made by the Commission for New Residential Schools for the Blind and Deaf, and we suggest that such commission take such action upon the question of new or rebuilt schools as soon as possible.
21. That the question of constructing new State Residential Schools for the Blind and Deaf should be referred to the "Commission for New Residential Schools for Blind and Deaf" for reconsideration and restudy, in view of the facts set forth in this Report and Appendix A upon the subject of costs.

#### *Conclusions*

There is no question but that the State Schools are better equipped to educate blind and deaf children so far as vocational training is concerned. However, education in those schools requires that the child be away from its home approximately nine months of each year. Every thinking person must agree

that during the formative years of a child's life there is no adequate substitute for parental love, care and guidance.

Therefore, the committee, after full consideration of the problem on the facts before us, have concluded:

1. That the best method of educating the majority of the blind and deaf children is in special classes in the public schools.
2. That the State Schools should be maintained to educate blind and deaf children where special classes are not available; and those handicapped children where they can not possibly be educated in the special classes in the public schools.
3. That the General Assembly should define with greater exactness the terms "blind person" and "deaf person" for purposes of education.
4. That the oral method of training deaf children should be utilized wherever possible.
5. That the Department of Education should assist the parents of deaf children in their pre-school education.
6. That the building program for the State Schools be re-studied and reconsidered.

This report is submitted with the hope that it will be of assistance to the Executive and Legislative branches of the Government in improving the educational facilities for these handicapped children.

The high points of this study are presented in this brief article with the hope that other states in which the question is being considered will receive some assistance from the tremendous amount of work done by this committee in Ohio. It may be of interest to persons engaged in work for the blind to know that the building commission for new residential schools for the blind and the deaf is now proceeding with plans for new school plants. It is hoped that work will be started in the summer of 1950.



## A HOME INDUSTRY HANDBOOK?

HOW TO MAKE MONEY AT HOME. By Polly Webster. New York: Whittlesey House. 262 pp. \$3.00

One of the least solved problems in work for the blind, it seems to me, and one of the most urgent, is that of home industry. The United States is made up mostly of small towns, where sheltered shops are unfeasible, and where there are few existing industrial establishments where blind people can find work. In these communities exceptional qualities are required of blind people if they are to get ahead. Often the man who can make something is not a good businessman, or is a poor salesman. It takes a salesman's sort of thinking to help the craftsman know what to make. That blind people decidedly want better guidance and more help in this area is painfully indicated by the mail that comes to my desk in the technical research department of the American Foundation for the Blind.

*How To Make Money at Home* will henceforth be on hand at all times; and I venture to say that every home teacher, every rehabilitation worker, will gain from reading it. On one of the front sheets it has a list such as you find in some Bibles: "Are you physically handicapped? See (such and such references.Only five are given. The book was not written with disabilities in mind. If it has anything in mind—other than showing how to make money—it is contained in the slogan: "If life hands you a lemon, squeeze it and start a lemonade stand." The fact that it was written for everyone helps it to avoid the limitations so often found in such books for the "handicapped."

"Before You Start—Take Stock!", the first chapter, contains a long list of points to check before beginning. Unless a blind person, reading the book, can be completely honest with himself in studying this chapter, he had better not go any further; for most of the pitfalls

which have ruined self-owned businesses are listed there.

The following nine chapters are devoted to 187 histories of projects started in people's homes, and of these fully half could be carried out by the right blind person in the right community. Indeed, one calls to mind many blind persons who have done as well as, or better than the people in the book. In most cases, the location of the enterprise is given, as well as enough other data to enable the reader to judge whether his own community could support a similar endeavor. The examples come from all parts of the United States.

Worked into the text is help on employing local resources for information and guidance; references to Government pamphlets and trade literature; warnings about zoning laws, food regulations, etc., which might require checking. Advice is given on arriving at prices, on maintaining records, on methods of marketing or selling services.

An eleventh chapter on turning home business into big business is followed by a chapter on selling, and another on "Packaging, Publicity, and Other Helpful Hints." An appendix gives information on laws governing home-made food products, on buying art supplies, on a marketing agency selling handicraft products on a national scale, and on Department of Commerce field service offices, as well as a bibliography of useful booklets. An excellent directory, not listed in the book, is *Where to Get What*, issued by the Penland School of Handicrafts, Penland, North Carolina.

It is to be hoped that Mrs. Webster's sprightly and provocative book will be made available both in braille and on Talking Book records with the least possible delay. Braille readers will want to have it at their fingertips, while those who do not read braille should not be deprived of access to it for that reason. It certainly comes close to being a good start for a "handbook on home industry".

CHARLES G. RITTER



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## A SURVEY OF STATE LEGISLATION

HELGA LENDE

DURING 1949, forty-four state assemblies convened and most of them gave some consideration to legislation affecting the blind. As might be expected, many of the laws passed were concerned with appropriations for schools and state agencies, and with special projects directly or indirectly administered by the state. Such legislation is more or less automatic and will not be dealt with in this article.

### FINANCIAL AID TO THE BLIND

The largest number of new provisions benefiting the blind probably relate to aid to the needy blind. For years, the trend toward liberalization of public assistance laws has been apparent. Reduction of eligibility requirements has extended financial aid to a larger group of people. Changes in the Federal Social Security Act have brought about state legislation raising maximum grants or removing specified maximums. There also has been a tendency to expand the medical services given under the assistance program.

In 1943 the state of Rhode Island pioneered in eliminating all residence requirements for financial aid to the blind. At present, eight states have such provisions, Connecticut and Tennessee passing laws in 1949. The remaining states have residence requirements varying between one year and the old Federal maximum of five years within the preceding nine years. Many of these have special clauses

eliminating all residence requirements if the person involved was a resident at the time of losing his sight. Over thirty states have eliminated all age requirements from the conditions of eligibility. A small number have reciprocal agreements with other states, so that a blind person may not be without support while waiting to establish residence requirements. The steadily rising cost of living has called attention to the inadequacy of the monthly grants to the needy blind. In 1949, California, Delaware, Illinois, Maine, Missouri, Nebraska, Ohio, Tennessee and Washington passed amendments increasing the specified maximum amounts of monthly aid payments. Arkansas, Maryland and Wisconsin removed the specified maximum entirely, bringing to thirty-six the total number of states which have no maximum grant specified in the law. The District of Columbia, under Federal jurisdiction, also has no maximum.

An interesting variation occurred in the state of Illinois which raised its maximum grant from \$50 to \$65 per month. The law provides that during the month of December, 1949, the Illinois Public Aid Commission shall adjust such maximum assistance either upward or downward in the amount of \$1 for each three full points of change upward or downward as compared with the *Common Price Index for Moderate Income Families in the City of Chicago* for the month of January, 1949 (Senate Bill No. 61).

The state of Washington has followed the lead of California in passing a special law granting financial aid to the self-support-

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ing blind (Chapter 166). A recipient shall be entitled to that amount of aid which, when added to his net income in excess of \$1,040, shall equal not more than \$60 per month. The Citizens' Security Act of 1948 provides a minimum standard of living of \$60 per month for needy senior citizens and needy blind, establishing uniform standards of eligibility and amounts of assistance for all categories of public assistance.

Amendments passed in the states of Maryland (Chapter 699) and Ohio (H.B. 223) permit expansion of medical services under the Aid to the Blind law. The liability of relatives for aid to a blind person was eliminated in Louisiana.

#### STATE SERVICES

The year 1949 brought a complete revision of the laws governing the state service to the blind in Oregon (Chapters 495, 560, 567). The name of the Oregon Blind Trade School was changed to Oregon Service Center for the Blind.

The state of Tennessee established a program for vocational rehabilitation of the blind within the Department of Public Welfare (Public Chapter No. 118), and authorized this Vocational Rehabilitation Service to establish and supervise a small business enterprise program for the blind (Public Chapter No. 99). Another 1949 Tennessee law (Public Chapter No. 208) created a scholarship fund for graduates of the school for the blind.

Other states are joining in the trend towards extended vocational rehabilitation for the blind. Indiana passed a law (House Enrollment Act No. 322) providing industrial aid for visually handicapped persons, supplementing the industrial aid program devised in that state in 1947, when the Board of Industrial Aid and Vocational Rehabilitation for the Blind was first created. Maintenance while training not to exceed \$70 per month is permitted. In New York, the rising

cost of living is again recognized in a new law (Chapter 560) which rules that the maximum maintenance of \$15 per week for vocational rehabilitation trainees shall not apply to blind individuals.

The need for better statistics of the blind is recognized in the passage of an Indiana law (Senate Enrollment Act No. 103) providing for mandatory reporting to the State Board of Health of cases suffering from blindness or visual impairment.

#### STATE USE LAWS

In 1949 Kansas passed a law requiring purchase by state institutions of "certain articles or services from blind persons qualified to perform such special services." Seven other states, Massachusetts (1935), Oregon (1937), South Carolina (1938), Louisiana (1940), Utah (1941), New York (1945) and Virginia (1948) have passed similar laws. All of these, however, differ from the Kansas law in that they specify that purchases shall be made from the state agency or from a nonprofit agency for the blind.

#### TAX EXEMPTION

In 1949, Virginia and North Carolina passed laws permitting income tax exemptions of \$1,000 for blind persons in addition to all other exemptions allowed by law. The New York State legislature introduced a similar bill, but it failed of passage. Florida exempts from taxation on property to the value of \$500 "every widow and every person who is a *bona fide* resident of the state, and has lost a limb or been disabled by war or in misfortune." According to the interpretation of the Florida Secretary of State, this applies also to the blind.

Self-supporting blind persons should derive encouragement from a new law passed in Alabama (Act No. 397) which exempts from the sales tax the gross proceeds of sales amounting to \$1,000 or less per month of certain small stores or vending stands oper-



ated by blind persons, provided such small businesses are the property of the blind person or of the Business Enterprise Program of the Blind. In later years there has been a tendency to exempt blind persons from the poll tax, Tennessee joining the parade in 1949. That leaves only three states still collecting a poll tax from blind persons.

#### EDUCATION

A number of states found it necessary to increase the amount allotted for the board and tuition of blind children. The unsatisfactory status of teachers of the blind was recognized by the State of Louisiana in a law setting a minimum salary schedule for the School for the Deaf and the School for the Blind at exactly the same rate paid in the public schools. The age for admission to the school for the blind and the age limit for compulsory education were lowered in West Virginia and North Dakota, respectively. An interesting development is noted in Pennsylvania where payments were authorized by the Commonwealth for the instruction of parents of blind children less than six years of age. Finally, New York and Wisconsin increased the grant of money allowed for readers' services to blind students in institutions of higher learning, from \$400 to \$500 and from \$300 to \$400, respectively. A total of twenty-one states have specific legislation providing such assistance in the higher education of the blind.

#### GUIDE DOGS

There are at present fifteen states which have passed some sort of legislation relating to guide dogs for the blind. In general, these laws are concerned with admitting guide dogs on common carriers and other means of transportation, while a number of them also include hotels, places of amusement, etc. Two state legislatures, Florida and New York, took such action in 1949. The Florida

law states that "it shall be lawful for any Seeing Eye dog to accompany his blind master into any hotel, restaurant or eating establishment, and it shall be unlawful for any person, directly or indirectly, either to prohibit, hinder, or interfere with his doing so." The New York law introduced a new element by excepting motion picture theaters from the places of amusement into which a blind person may take his dog.

#### WHITE CANE LAWS

To date, thirty-five states have passed legislation for the protection of blind persons on public streets and highways, and restricting the use of white canes or white canes tipped with red. In 1949, the states of Alabama, Florida, Illinois, Rhode Island, Kansas, Maryland, South Carolina, Massachusetts, Delaware, North Carolina, Oklahoma, South Dakota, Vermont, Wisconsin and Maine enacted laws to that effect. Incidentally, the New York State legislature several times has considered white cane legislation, and did so again in 1949. Each time the effort has been defeated for some reason or other, this year by veto of the governor.

#### FISHING LICENSES

In 1949, New York State amended the conservation law to authorize free fishing licenses for blind veterans (Chapter 395). A Tennessee amendment (Public Chapter No. 225) permits all blind persons to fish in any of the waters of the state without a license. This makes a total of seven states in which the blind can obtain free fishing licenses or may fish without any license at all.

It is not possible in these pages to give a complete report on all state legislation for the benefit of the blind. It is hoped, however, that by pointing out the more significant developments, a contribution has been made towards recording the progress of work for the blind in this country.

## OUTLOOK FOR THE BLIND

## AID TO THE BLIND

| <i>State</i>   | <i>Residence Requirement</i>                                  | <i>Maximum</i> |
|----------------|---------------------------------------------------------------|----------------|
| Alabama        | 1 year in state and county* . . . . .                         | None           |
| Arizona        | 5 years within preceding 9, last year continuous* . . . . .   | \$50           |
| Arkansas       | 1 year continuous preceding application* . . . . .            | None           |
| California     | 5 years . . . . .                                             | \$85           |
| Colorado       | 5 years within preceding 9, last year continuous* . . . . .   | None           |
| Connecticut    | None . . . . .                                                | None           |
| Delaware       | 1 year* . . . . .                                             | \$60           |
| D. C.          | 5 years within preceding 9, last year continuous** . . . . .  | None           |
| Florida        | 5 years within preceding 9, last year continuous . . . . .    | None           |
| Georgia        | 1 year . . . . .                                              | None           |
| Idaho          | 1 year continuous preceding application . . . . .             | None           |
| Illinois       | 1 year* . . . . .                                             | \$65           |
| Indiana        | 5 years within preceding 9, last year continuous* . . . . .   | \$45           |
| Iowa           | 5 years within preceding 9, last year continuous* . . . . .   | None           |
| Kansas         | 5 years within preceding 9, last year continuous . . . . .    | None           |
| Kentucky       | None . . . . .                                                | None           |
| Louisiana      | 3 years within preceding 9, last year continuous* . . . . .   | None           |
| Maine          | 5 years within preceding 9, last year continuous . . . . .    | \$50           |
| Maryland       | 3 years immediately preceding application* . . . . .          | None           |
| Massachusetts  | 3 years within preceding 9, last year continuous . . . . .    | None           |
| Michigan       | 5 years within preceding 9, last year continuous* . . . . .   | None           |
| Minnesota      | 1 year* . . . . .                                             | None           |
| Mississippi    | None . . . . .                                                | None           |
| Missouri       | 10 years* . . . . .                                           | \$40           |
| Montana        | 5 years within preceding 9, last year continuous . . . . .    | None           |
| Nebraska       | 1 year continuous preceding application . . . . .             | \$60           |
| Nevada         | No approved plan . . . . .                                    | \$50           |
| New Hampshire  | None . . . . .                                                | None           |
| New Jersey     | 1 year . . . . .                                              | None           |
| New Mexico     | None set by law; dependent on administrative ruling . . . . . | None           |
| New York       | None . . . . .                                                | None           |
| North Carolina | 1 year continuous preceding application . . . . .             | None           |
| North Dakota   | 1 year continuous preceding application . . . . .             | None           |
| Ohio           | 5 years within preceding 9, last year continuous* . . . . .   | \$55           |
| Oklahoma       | 5 years within preceding 9, last year continuous* . . . . .   | None           |
| Oregon         | 5 years within preceding 9, last year continuous . . . . .    | None           |
| Pennsylvania   | 1 year . . . . .                                              | \$40           |
| Rhode Island   | None . . . . .                                                | None           |
| South Carolina | 1 year* . . . . .                                             | None           |
| South Dakota   | 1 year . . . . .                                              | None           |
| Tennessee      | None . . . . .                                                | \$50           |
| Texas          | 5 years within preceding 9, last year continuous . . . . .    | None           |
| Utah           | 5 years within preceding 9, last year continuous . . . . .    | None           |
| Vermont        | 2 years within preceding 5, last year continuous* . . . . .   | None           |



| State         | Residence Requirement                    | Maximum |
|---------------|------------------------------------------|---------|
| Virginia      | 1 year continuous . . . . .              | None    |
| Washington    | 5 years within last 10 . . . . . Minimum | \$60    |
| West Virginia | 1 year . . . . .                         | None    |
| Wisconsin     | 1 year* . . . . .                        | None    |
| Wyoming       | 1 year . . . . .                         | None    |

\*Not required if person became blind while resident of state

\*\*1 year only if resident at time of loss of sight

SIGHT RESTORATION IN A SCHOOL  
FOR THE BLIND

PURMAN DORMAN, M.D.

RESTORATION OR IMPROVEMENT of diminished vision is a different problem today from the one it was formerly. As is true in many other fields, conditions change. The diagnoses of pathologic conditions of the eye may remain the same, but the number of children within the various age groups who have eye afflictions is changing, thankfully, for the better.

As a marked example of percentage changes, the new cases entering schools for the blind approximated three per cent last year due to gonorrheal ophthalmia neonatorum; whereas, six per cent of new cases of this condition were noted in 1941; but contrast that with twenty-eight per cent in 1907! Other eye conditions will not respond with such remarkable speed, although a review of the eye records of pupils in schools for the blind throughout the country allows us to gain an excellent grasp of the many causes that now produce diminished vision.

I am indebted to the Committee on Statis-

tics of the Blind for the information that the total number of pupils in schools and classes for the blind in America is 5,400. Of these, the records of about 3,700 children were studied for the school year 1945-46 when it was found that approximately 15 per cent of the children are now blind because of cataracts which are largely of prenatal origin.

Discussion of sight restoration should include all phases of the handicapped individual's life and should not be limited to corrective eye treatment of pupils already enrolled in schools for the blind. It may be well to consider the subject under three categories: (1) prenatal care, (2) actual visual improvement, and (3) psychologic adjustment.

This grouping may be challenged by saying that it is a preventive classification but for the individual the end result by any name is the desired objective. The youngster who may have vision "restored" by an operation of any form, or by any sort of medical treatment is no more fortunate than the youngster who did not lose vision because his parents did not transmit the visual fault that is considered as a "prenatal" cause.

Those prenatal causes, such as syphilis or

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the acute eye infections known as ophthalmia neonatorum transmitted from the birth canal, have decreased nearly forty per cent and twenty-five per cent, respectively, within the past ten years. Such advances are due partly to the greater vigilance of the health officers and partly to the general education that is definitely and steadily being absorbed by all parents, by workers for the blind, by teachers, and by the general public.

It is important that this educational process be continued ceaselessly by varied means. Only by general education has it been possible to pass state or federal laws that emphasize maternal and infant care. Not only should we strive to have more babies live but also to have more babies see.

Medical research now helps by considering in a special category the congenital cataracts of babies born of mothers who had German measles during the early months of their pregnancy. Only since 1941, when a severe epidemic of rubella in Australia infected many expectant mothers with the result that their children showed a greater frequency of these congenital cataracts, has the entire condition been considered a separate entity.

The suggestion has been made that, in order to prevent such congenital malformations in the future, the prospective bride be required to indicate on application for a marriage license whether she has had German measles, just as, at the present in some states, it is required to have a physical examination for syphilis.

Restoration of sight should unquestionably include study of the prenatal causes of blindness. To add to the knowledge of what caused the blindness and how it might have been prevented is the biggest job of all and the one that gives the greatest satisfaction.

The second division, that of actual visual improvement, would be an oft repeated story, were the operations to be listed, what they were, why they were done, and on whom.

The school for the blind in the state of

Washington, for which I am the admissions consultant, had a survey and a thorough review, in 1942, by the American Foundation for the Blind. As a result of this examination of everything that pertained to the school, with the exception of the finances, many changes were made.

Several children were operated upon for cataracts or for other conditions to improve their vision. Some have been improved sufficiently to be removed from the school. However, the greatest improvement was gained by a number of children as a result of having been better fitted with glasses because of more frequent examinations or because special lenses, such as telescopic magnifiers have been prescribed.

The survey not only opened the eyes of some of our youngsters but our eyes as well. It stimulated us to look around at other schools for the blind and showed that other schools had similar weak points. For example, it was found in our school, as well as in others, that some children were admitted without a preliminary or previous eye examination. Sometimes children did not have eye examinations yearly, or did not have more frequent eye examinations when progressive eye conditions, such as high myopia, were noted.

Today, all children, whose parents desire that they be admitted to the school for the blind are examined by an eye physician before the child is admitted to the school. In addition, the entrance eye examination reports are passed upon by the admissions consultant who is also the consultant ophthalmologist of the Division for the Blind, Department of Public Welfare (incidentally a Board certificated man), who may deny entrance to any prospective youngster who is not blind.

All children are again examined by the school ophthalmologist shortly after their entrance and again routinely yearly, even including those who have no eyes at all.



After review of our own past mistakes and our attempted corrections, we noted not only the faults relating to the medical needs but we perceived a weakness in our program covering the educational needs of the blind as well as the partially seeing child. We found our school well equipped and well developed for educational instruction along tactual methods. But the partially seeing pupils too often had been placed in the same classes as the blind, without regard to the better or more recent educational procedures or without regard to the utilization of visual media now available.

In spite of the acceptance of these partially seeing children, special educational facilities had not been provided. The partially seeing child had not had sufficient lighting for his greatly reduced eyesight. There had been an erroneous conclusion that the educational needs of the partially seeing and the blind were sometimes similar, sometimes identical—a conclusion manifested by certain types of vocational training that had been given to partially seeing students of the high school age groups.

We found several children included in the school for the blind who had practically normal vision at the time of the independent, disinterested survey. Some eyes showed no reduction of vision, no intraocular or extraocular pathologic condition. The reasons for admittance of these children were: they were home-problem children; there was a mistaken recommendation made—sometimes by an optometrist and sometimes by a general practitioner; there was a broken home; or there was a suspected willful blindness in the child because a relative was blind, sometimes from some remote cause.

The attendance of these children at the school for the blind was easily remedied. What was not easily changed were the emotions, the attitudes, the living habits, the acceptance of the highly protective environment of the school, and the confusion that goes

with returning these youngsters to their homes, sometimes against the will of their parents. This emotional shock of learning a second time that they are not wanted undoubtedly will have certain mental repercussions later.

A remarkable utilization of community resources was achieved when partially seeing as well as blind children participated in several play ventures with normal neighborhood children. Such activities included hikes, "wienie" roasts, and other youthful encounters dear to children everywhere. It was necessary for the superintendent of the school to initiate some of these activities, but after she realized that there had been isolation from neighborhood children, such problems ceased to exist.

Some children had been accepted by the school before a complete examination had been made by a competent ophthalmologist and before any corrective treatment had been attempted. It was obvious that the school accepted responsibility for which it was not prepared, and also that competent medical and adequate educational treatment had been delayed.

Our study revealed certain possibilities of improvement of the sight of the visually handicapped child by surgery, glasses, or some form of medical treatment. We endeavored to gain closer cooperation with our competent, associated eye physician so that whatever remaining vision the child had was maintained, safeguarded, and protected. But, what was more important to the youngster, he had more efficient use of his small amount of vision.

Two children, whose vision was improved from 2/200 to 10/200 by eye surgery undertaken after the survey showed the possibilities for such improvement, believed they should no longer read braille, that they were not "blind children"—as indeed they weren't! They believed their better vision was adequate for all visual tasks of a seeing person.



Such visual improvement was not great as measured by our standards, but was sufficient for them to obtain an entirely new outlook on life, a new vision and acceptance of work, far beyond their previous abilities. Life for them was not blind, life was seeing.

In addition to the medical or surgical treatment, a reallocation of the educational groups was done. Fifty per cent of the children were kept in the same school but greater emphasis was placed upon visual methods rather than upon tactual procedures. Some children who had an absolute visual loss could not be changed. Ten per cent of the remaining sighted children were placed in sight-saving classes, and about the same number were reconsidered for educational placement after corrective treatment had been done.

It was apparent that insufficient attention had been paid to the partially seeing youngster. Not enough attention had been devoted to each individual child so that he could gain full and complete value from the bit of sight that remained. Too often the youngster was given a routine treatment, was not considered as an individual. No one had attempted to probe the depths of personal differences nor to elicit the heights of personal abilities, which sometimes rose to an undreamed of level.

The last phase of sight restoration is often not classified as such, for there actually is no physical change. There is created no actual physical improvement. It is open to no statistical review. The changes in the person, however, are every bit as valuable and create just as much in the final review as if the person had received more vision. I am referring to the psychologic improvement within the mind of the individual.

Instead of permitting an unseeing child to remain huddled in the corner, our school for the blind has taken him out and put him into direct competition with children possessed of all five senses. For example, one boy, after receiving artificial eyes, could not believe that seeing people on casual inspection would

think that he, too, was like them. He was told, time and again, that no one knew he had artificial eyes. No. He must have that point proved for himself, by himself.

Wearing both eyes, he went into a men's haberdashery, the best one in the city, and asked for a blue tie. He examined a few ties carefully and then asked for a different, darker shade. After looking over the second group of ties, he said that none of them seemed to be the correct shade, that he would search elsewhere for a slightly different color, then left the store.

That experience, a few years ago, was all the boy needed. Now he wears his artificial eyes and is making an excellent social adjustment, just as he is making a satisfactory living by selling books. Almost as much has been accomplished as though more vision had been given.

One girl won her sectional high school oratorical contest—in spite of the fact that she had no eyes. Another boy attends a high school in the same town where the school for the blind is located. He competes with sighted students throughout the day, but his lessons are read to him at night. His grades are entirely acceptable. He goes with the high school athletic teams and attends every game, home or afield. He plays a large horn, marches in all the parades, and is accepted by his fellow students.

This boy has encountered only one minor difficulty—that of marching in parade and drill formation. Even that point was solved by running a fine piano wire from his belt to his adjoining companions. He was forced to that solution one day when his companions turned a corner. He didn't turn, but continued marching straight ahead. Now when his companions turn a corner, he turns too, confident of success.

Sight restoration can be of still greater, more widespread benefit than it is today when we realize its full import, its greatest possibilities.



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## THE PARTIALLY SEEING IN THE SCHOOLS FOR THE BLIND

WILLIAM CURTIS, M.D.

IT WOULD SEEM that there is hardly anything that could be added that has not already been written or spoken as to whether it is advisable to send a partially seeing child to a sight conservation class in a school for the blind. Yet the question is still very much alive, and the argument is going on in discussions and articles alike.

Educators, social workers and school nurses are divided in their opinions, having two different kinds of philosophy. "We are living in a sighted world, so why send our children among the blind?" "The best place for a child is his home; let him, therefore, stay with his parents." These are the main arguments for those who do not want to have anything to do with the schools for the blind. They put their conviction into practice whenever and wherever possible, and by doing so in many cases they harm the child they are so anxious to help.

Of course this is a sighted world; and, no doubt, the best place for a child is with his parents, but should it be a principle from which there is no exception? Problems cannot always be solved by principles. There are circumstances and different angles to be taken into consideration in solving the edu-

cational problem of a child with low visual acuity, and the only principle to guide us is that of doing what is the best in the interest of the child. Now, it is true that the sight-saving classes of the schools for the blind are not the most ideal solution to the problem, but under the existing circumstances they are of considerable help and cannot be disregarded by any means. Why, I have even been told by a prevention of blindness worker that to send a child to a school for the blind is as if you would punish him for being visually handicapped. It is partly due to this kind of attitude that one can find students in regular classes of public schools with a visual acuity of even less than 20/200 and without even having large type books. The situation as it is is deplorable indeed, and it is definitely wrong to sacrifice for the sake of the social all the other angles involved. By such a practice we not only prevent them from getting an education they are capable of, but in many cases we also might easily ruin the future of the child.

To begin with, I would say that an educated blind individual is better off than an ignorant, uneducated person with normal sight. This statement might strike many as odd and perhaps as even fantastic, but if we look upon life from a more idealistic point of view, we must realize that sight in itself is not everything. There are blind persons who, because of the richness of their inner world, can visualize the wonders of the sky, sense the life and world that surrounds them, and enjoy the real values of life. I know

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many blind people who are happy and contented, and I know many who have normal sight and yet do not get anything out of life. If that is the case with the blind, how much more does it apply to the partially seeing.

In the light of all this, it becomes obvious that in solving the educational problems of partially seeing pupils, our main concern must be to give them the education they are capable of and at the same time prevent deterioration of their vision, if possible. Everybody concerned agrees that the best solution to the problem as a whole is the properly equipped sight-saving class in connection with the public schools. However, such classes, at present, are comparatively few all over the country, and the time may never come when every school district will have its sight-saving class. So the question still remains, whether it is, under the prevailing circumstances, the public school or the sight conservation class in a school for the blind that serves best the interest of the visually handicapped boy or girl.

Educators agree unanimously that students with very poor vision in the regular classes of a public school are working under very difficult conditions, and that they are decidedly at a disadvantage in comparison with the other students of the class. They cannot receive the individual attention they get in a sight-saving class and in the majority of cases do not have sight-saving materials. Just to be seated in the first row and near the window does not eliminate their difficulties. Those whose visual acuity is not very deficient might get along, especially if they have clear type books, or if home conditions make it possible to get extra help in their study. Otherwise, they just struggle through. Many repeat grades again and again, and certainly no one has a chance to compete, still less to excel. There is no doubt that even a slow learner could do better in a special educational environment.

As far as the medical angle is concerned,

here too we find that the implications involved point against the public schools and in favor of the sight conservation classes. After all, these have been established in order not to expose the partially seeing to ill effects upon the eyes and nervous system which, because of their visual handicap, might result from attending public schools.

You will scarcely find an ophthalmologist who will recommend a public school class for a child with poor visual acuity, if there is a sight-saving class available, whether it is a part of a public school or of a school for the blind. The emphasis lies upon giving the eyes the utmost protection against possible strain. There are some who argue that it is detrimental to the eyes not to use the vision one has. In general, they are right, but there is a difference between normal use and strain of the eyes. No strain ever helped any eye condition, but in many cases led in the end to deterioration of the vision.

The individual attention, the learning rather by hearing, the existing best lighting system and the large type books serve not only to protect the eyes from strain, but also make learning easier and thus assure more time for rest and recreation. The strain upon the eyes, the intensive concentration needed, and the long hours one must put in in a regular class of a public school in order to make good, all these must have repercussions upon the nervous system and general health. The lower the visual acuity, the greater the harm and the probability of harm. No, we do not want to make anemics and neurotics of our partially seeing children. That is too high a price to pay for any education.

One of the main complaints of the visually handicapped in public school is that of not being accepted by the class and being excluded from their fellowship. Certainly there are exceptions, but it is a fact that in the majority of cases the students are just pushed around, used as targets for bad jokes, and even looked upon as inferior beings. A child's



soul is a delicate instrument, it responds easily to impulses, and it is very conceivable that such experiences cannot pass without leaving more or less serious damage behind. In some instances the reaction might be noticeable; in others it will remain hidden, for instance an inferiority complex, but whatever the case may be, these experiences suffered in childhood might be responsible for difficulties in the social adjustment of a visually handicapped person.

The hard conditions under which the partially seeing have to work in a non sight conservation class, and their great disadvantage to the normally seeing pupils of the class, all these can result too in the building up of an inferiority complex. This can easily happen especially in cases where students are willing and have the capability of learning, perhaps even of competing or excelling. Should the individual fail in his efforts, the realization of his inability might easily bring about a feeling of inferiority, though the failure may be due only to the difficult conditions confronted.

If we consider the possibilities, it becomes obvious that from the psychological point of view, too, it is wrong to mingle partially and normally seeing pupils in a class. It must be admitted that it has its great advantages as far as social adjustment is concerned, but we must also recognize the ill effects involved, some of which may result in rather serious consequences.

Finally, there is the social adjustment angle, the most voiced argument against the residential schools for the blind. At this point I should like to emphasize that there is no one among those interested in the visually handicapped who does not fully realize how much it means to the handicapped children to meet real life situations and to learn about people they will have to come in contact with. Furthermore it is true that to reside at home, to attend public schools, to live among seeing people, and to rub elbows with other

children of the community, offer the best ways and means to acquire social adjustment. But it is also true that it takes more than that to become a self-respecting and conscientious citizen. Education and a sound personality are the prerequisites towards that end. Even those critics most opposed to the schools for the blind must admit that these qualities need not be obtained in a public school alone. Besides, social adjustment is a part of the program of the schools for the blind, and though there is room for improvement, the different social activities and the approximately five months a student has the opportunity to spend each year out of school, should be of great help to him in getting adjusted to the sighted world. As a matter of fact, many graduates of the schools for the blind are doing excellent work in their community and do not have any difficulty in getting along with their fellow citizens.

It is my conviction that the sight conservation classes of the schools for the blind represent a considerable help to the cause of the partially seeing and that they serve far better their interest than the regular classes of the public schools.

I cannot see why they should be opposed at all, and sometimes I wonder whether prejudice has not something to do with it. The remark of the social worker that it is a punishment for a child to be sent to a school for the blind more than justifies this supposition. They might picture such a school as a place of sadness and despair and might be concerned about bad psychological effects upon the partially seeing pupil. Some are afraid that the individual will become depressed, because of associating with totally blind students, and because of being constantly reminded of eventually going blind, too.

For the sake of the blind and partially sighted, I am glad that all these are merely suppositions. The picture of a school for the blind is so much more friendly than generally



believed. It is just a school, and the pupils are primarily children and only secondarily blind, and, should partially seeing boys or girls lose their sight, the fact of having lived

among blind people should make their adjustment easier, for they already know that blindness is indeed only a handicap and not a tragedy.

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## TRANSFORMING BRITAIN'S BLIND CHILDREN INTO USEFUL CITIZENS

LANGSTON DAY

BRITAIN'S SYSTEM OF EDUCATION for the blind is quite advanced, being equalled only by that in the United States, from which it differs in important ways. In England and Wales, full-time education is compulsory for all blind children aged from five to sixteen years and is provided without charge to parents in special residential schools. For the 1,500 blind children of school age in England and Wales, there are fourteen primary schools, nine senior schools and, for higher education, Worcester College in Worcestershire, Chorleywood College in Herts, and the Royal Normal College in Shropshire which specializes in shorthand, typewriting and music. In addition, the National Institute for the Blind runs seven Sunshine Home nursery schools for blind infants and also Condover Hall, near Shrewsbury, in the west of England, which takes blind children from seven to sixteen who suffer from additional physical or mental handicaps.

Usually the ideal place for a young normal child is his own home, but this is not always true where blind children are concerned. Blindness affects parents' emotions, and many blind children who stay at home suffer from an over-indulgence which cripples their development. Cases are known of children who have never been allowed to walk alone, and

who have been washed, dressed and fed years after they should have ceased to be babies.

### *Personality Development*

Although the Sunshine Homes are run as far as possible like private households, with small numbers of children, the idea is to train the children to become confident and self-reliant and to develop their personalities.

Twenty years ago there was only one teacher in each school of from sixteen to eighteen children, who taught much as she would have done in a large school of sighted pupils. The children were too dependent on their teachers. Today, each Sunshine Home has at least two qualified teachers, as well as all the toys and equipment necessary. The work is helped by experience gained by years of accumulated knowledge of how to deal with the children, who are now noisier and far less passive than they used to be.

Two problems which are being solved are how to make the utmost use of a blind child's own daily experiences, and how to supply him with the best substitutes for the interests which come naturally to a sighted child.

A sighted child watches other people and reproduces what he sees in his play. It was some time before the teaching staff realized that substitutes must be found for blind children and used as a basis for training.

One little boy of six was found fitting



Montessori cylinders into their places. A visitor suggested that he should play at having a surgery, using the cylinders as bottles. Soon after this, the children in all the Sunshine Homes were encouraged to play at surgery and, wearing caps and aprons which their teachers made for them, they never seemed to grow tired of this game. Other entertainments were introduced and on birthdays they had school parties which meant cooking scones, laying tables, waiting on other children, clearing away and washing up.

### *Special Outings*

In all the Homes there are swings, a jungle gym, tricycles, toy automobiles, dolls' carriages, a milk cart and a van. There are also large flower beds, which the children adore, and pet animals. Every teacher tries to enlarge her children's experiences, taking them out for bus rides, visits to farms and so on. Shopkeepers, gardeners and bus conductors all help to teach the children something, and from these experiences arise new games, such as building toy shops and garages.

Great importance is attached to speech, which is the chief link between the sighted and the sightless, and everything possible is done to associate experience with the spoken word. A great deal of trouble is taken in teaching the children to speak clearly and well. They are encouraged in word games and acting and, in backward cases, are helped to place the lips and tongue correctly.

They are taught to move freely and to some extent rhythmically, and to clap and step rhythms. In one school, even the under-fives know the simple nursery rhymes and traditional songs so well that they can finish singing any of the tunes if given a phrase, or even four characteristic notes. Some of them have developed a wonderful ear for bird songs.

At Lickey Grange, a group of blind child-

ren who had been reading *Peter Pan* were invited to make their own island. They made a miniature one with boats, houses, a windmill, trees, cars, animals, birds and a mountain. A fortnightly concert is arranged at Court Grange and presented by the children themselves. Even the dullest and most backward children get their chance to perform. It is found that some display an unusual talent for mimicry, while others, who are shy at appearing on the stage, often make excellent puppet manipulators.

At all primary schools, everything possible is done to keep the children in close touch with the life of the neighborhood. Shopping expeditions are organized to teach them how to get about; the local industries and civic services are studied; the children go to parties arranged by other children, and give parties in return.

### *Scholarship and Sports*

By the time they go to secondary schools, such as Worcester College for boys, or Chorleywood College for girls, they have so far overcome their handicaps that the curriculum, the games, many of the outdoor sports and recreations, and the intellectual pursuits are very similar to those of any good public school. The sightless pupils take the same examinations as sighted boys and girls. The Worcester College boys play chess, excel at rowing and swimming and are proud of their school's tradition of sportsmanship and scholarship. Many proceed to a university and later follow careers successfully.

It is now realized that even blindness has its advantages. Once a blind child becomes interested in a subject, his power of concentration may be exceptional. In the past, formidable physical and mental handicaps stood in his way, as well as the myth that blind people cannot be given responsible jobs. Skilled help is now available, and that elasticity of Nature which compensates a man for the loss of his sight is now understood.



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## REHABILITATION CENTER FOR ADULT BLIND

JERRY DUNHAM

THE Rehabilitation Center for Adult Blind at Topeka, Kansas, has a two-fold function—diagnosis and adjustment. Diagnosis is designed to be as complete an exploration of the individual as is possible, including analysis of intelligence, interests, aptitudes, motivation, social attitudes, habit patterns, and physical condition. The adjustment training cannot be divorced from diagnostic activities, but it places more emphasis on these diverse parts of the program: the orientation plan, personal counseling, recreation, group therapy, and craft work.

The center opened for its first class in October of 1948. After five classes, it moved into a structure designed specifically for its activities, and on September 29, 1949, a new building was dedicated by Helen Keller. Plans are being made for a dormitory adjoining the present building. Classes have averaged six students each, but we intend to double this number with the new facilities.

Students attend the center for a six-week term. The staff are briefed, by the field consultant referring the case, on the probable needs of the student and his history. Reports of eye and physical examinations precede the student's arrival.

The first week students become familiar with the center building and their boarding house in town, and are taught the route between by an orientor. A battery of tests is given—intelligence and aptitude tests, interest inventories, projective personality tests,

standardized manipulative tests, and special tests where indicated, such as the Seashore for those interested in piano tuning. Checks are made to ascertain the extent of the student's independent mobility, his craft skills and his social skills. He is put through a number of sensory judgment trials, including sound localization, tactile discrimination, a cursory odor familiarity test, and judgments of distances, volumes, temperatures, lengths, forms and weights. In the daily gym period something more about his physical strength, coordination and stamina is discovered. The results of these tests and trials are not utilized as final facts, but as a general indication of the type of individual with which the center staff will be working, an indication to be built upon and enlarged through daily observation in a variety of situations. At the end of the first week, staff and student confer and plan a work schedule that is suited to his individual needs. Schedules are replanned at two-week intervals as his needs and interests change.

After the first week the students spend approximately half their time in basic skills—work experience try-outs—with emphasis placed on those fields indicated by the interest inventory. At the center there are nearly one hundred work trials available. Along with these, community facilities are utilized. These work trials are used not only to test the student, but also to give him at least a slight background of experience so that he can make a more realistic choice of a vocation. Incidental to these major aims, the student becomes better acquainted with terms and tools used in industry, although it is made clear to

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him that in the short time available it is not feasible or possible to consider these experiences as vocational training. As a further by-product of the testing in the use of the hand and power tools, products themselves are tested as to their suitability for blind workmen.

The work samples are diverse—sharpening tools, electrical repair, weighing ingredients for a mixture according to formula, wood-working, metal spinning, assembly work, gardening, etc. In these trials, the student can be observed as to his coordination, ability to follow directions, manner of taking supervision, initiative, and work tolerance.

The crafts are directed by a registered occupational therapist. The center is making an effort to consider the merit of all the old traditional crafts as well as the new and little-known ones. This department provides training in finger dexterity, and affords an opportunity for the students to become acquainted with a variety of avocational pursuits and perhaps choose one to follow.

The communicative skills are taught to those students who express an interest or for whom they are deemed needful. Every student must be able to write script, if only to the extent of signing his name.

The orientation plan is designed to help the students lead fuller, happier, more useful and efficient lives. It includes training in travel technique, grooming and care of clothes, dialing a phone, table etiquette and social skills. A course in home management is offered. A period is set aside each day for discussion and lectures on such topics as work in the field of the blind, organizations and legislation for the blind, occupational information, and care of personal effects. Some of the periods are given over to the fundamentals of speech training, others to situational dramatic skits—the situations selected by the staff and acted out by the students. Outside speakers are occasionally brought in, the chief of the placement service comes to explain his work and answer ques-

tions, recording machines are demonstrated, a selection of tools and aids from the Foundation are shown and discussed, also consumer information, etc.—anything that can be of practical use, or that can widen the horizon a bit.

Recreation is planned for two or three evenings a week. The students go to the movies, dancing, bowling, riding; visit the local radio stations; even attend a formal tea, usually with a certain amount of perturbation beforehand. One evening a week there is a group therapy session, with one or more psychiatrists in attendance.

Saturday mornings are devoted to field trips, again designed to broaden their experience. One of the most popular of these has been a trip to the army air base nearby to examine B-17s and B-29s at close range.

Detailed daily reports are kept by each instructor for each student. Bimonthly conferences of the staff precede rescheduling. In preparation for the terminal conference with the student, test results and daily observation reports are summarized, together with the case history. The staff with the field consultant and a representative from the employment service discuss with the student his progress at the center, and plans are made for subsequent activities. They may decide in favor of further training, competitive placement, sheltered shop work or home industries. Occasionally a student terminates his plan in less time than six weeks, or he may stay on for another term's work.

The center staff believes that its program should be flexible and above all geared to the needs of blind people as they are in this area at this time. If we find that we can carry out satisfactory diagnosis for some students in a week, or that it is necessary to work for several months toward the rehabilitation of some, we may group students according to their needs, and have abbreviated terms followed by a long one. We are very keenly aware that much research needs to be done with diag-



nosis and adjustment methods. Furthermore, most center programs have grown up with direct personal contact with only one or two other centers. In this relatively new work it seems especially important that center staffs exchange ideas, consider mutual problems and compare methods. We would welcome communications from other centers or interested persons.

### TEACHER TRAINING

The preparation of special education teachers has become an accepted responsibility of teacher-education institutions, according to a joint survey by the U. S. Office of Education and the National Society for Crippled Children and Adults.

However, there is still a critical need, not only for more teachers, but for greater study and coordination by educational authorities and institutions. It is estimated that there are four million children in this country, who, because their educational requirements are different from the average child's, need teachers especially prepared to cope with these problems.

Children who fall into the special education category include the blind, or those with partial sight, the deaf or those with defective hearing, the crippled, the cerebral palsied, the epileptics, children with speech handicaps, emotionally maladjusted children, and those either mentally deficient or superior.

The survey showed that 175 colleges and universities now offer courses to help prepare qualified teaching personnel for special education. Comparison of this with earlier surveys indicates that the work is progressing. In 1929, only forty-three institutions in the United States and Canada offered such courses. In 1931, there were seventy-one listed as offering special education courses, and in 1936 the number had increased to 101.

According to the study, greatest emphasis is being placed on preparing teachers for speech correction, with education for the acoustically

handicapped and the mentally deficient ranking next. It was found that well-rounded programs for preparing special education teachers are found in the eastern and north central states, with scattered centers in other parts of the country.

Special education does not follow normal patterns of classroom instruction. It is individualistic in scope, starting at an early age, either in nursery school or in pre-school, and continuing to the point where the individual is given counseling and on-the-job training. It is educational for his particular needs, from early childhood until he becomes independent.

Teachers of exceptional children, the survey indicates, are rapidly becoming a more and more select group, well-qualified for a special field of instruction, and, at the same time, capable of meeting regular classroom problems. Such teachers today must possess a knowledge of education outside their special field, and must be trained in child development and in teaching methods used with ordinary children.

Despite this fact there are still certain areas that demand immediate action. One important need in the field of special education today, is the training of administrative and supervisory personnel capable of developing and carrying out programs of special education.

  
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*and*  
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*Editor*

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BRAILLE EDITION - \$1.00 PER ANNUM



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## THE SUGGESTION BOX

*By the Technical Research Department*

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**POCKET BRAILLE CALENDAR.** This department has been given permission to have embossed one thousand plastic pocket braille calendars for the year 1950. These measure  $2\frac{1}{4}$  by  $3\frac{1}{2}$  inches and employ the principle evolved by Mr. Robert Dobbins of New York—it was written up several years ago in this column. The numbers of the month are followed close up by the initial of the day on which the first of the month falls. Thus, # 1 S means that New Year's falls on Sunday, # 4 ST means that April Fool's Day is on Saturday, and # 9 F means September 1 is on Friday. While these last, they will be sent free of charge to all those requesting them. Please include a stamped self-addressed envelope with each request.

**BOWLING AND THE NEW BOWLING RAIL.** In the 1949 edition of the "World Almanac" there is an account of a bowling tournament in which a curtain was placed across the alleys so the bowlers could not see the pins. "A score-keeper told the bowler his score and the number of pins that were left after the first ball. Al Wells of Charleston, W. Va. was one of the contestants. He rolled a perfect game, the first 300 game rolled in Dunbar, and without looking at the pins."

Mr. Wells could watch the course of his ball and line himself up by sight. Otherwise, in this particular tournament, he was, if anything, more handicapped than a good blind bowler; and he certainly has demonstrated that bowling is a sport perfectly adapted to the use of blind people.

A survey was conducted a couple of years back to learn how many blind people were bowling in public alleys. The total was close to the vanishing point. The few who did

bowl were pretty much slowed down by the lining up process they were obliged to use.

Readers who did not bowl before loss of sight may like a description of bowling. The game is played on alleys 42 inches wide and 60 feet long. The surface is highly polished, laminated hardwood. Along both sides runs a trough or gutter. At the far end of the alley ten bowling pins are set up to form a triangle with the apex facing the bowler. The bowler throws a sixteen pound ball (with finger holes so that he can easily hold it in one hand) in an effort to knock down all the pins. If he does not knock down all the pins on the first throw, he throws again. If some pins are still standing he receives a score for that "frame" equal to the pins knocked down by the two balls.

Blind players have used different methods for lining up in order to throw the ball so as not to have it roll off into the gutters. Some go to the beginning of the alley where the gutters end (the foul line) and, by kneeling, feel the gutter ends and thus center themselves. They then try to get enough force behind the throw by swinging the ball until it is swinging hard enough to be thrown.

Others depend on muscle memory to center themselves, then walk up to the foul line, which can be felt through the soles of bowling shoes, in order to square themselves. They then back off carefully to take the twelve foot run, during which the ball is swung to build up impetus. This procedure, while more nearly standard, is time consuming.

It was long ago discovered in alleys set up especially for use by blind bowlers that a rail, parallel to the length of the alley, and



serving as a guide during the run, greatly simplified bowling and resulted in higher scores. This, however, limited the game to those having access to an agency possessing an alley. Even so, few agencies possessed more than one alley, so that few people could bowl at any one time.

Last month, the Krebs Portable Bowling Rail was discussed briefly, but now that the first model has been completed and tested by three separate bowling teams, it seems safe to say that bowling can soon be completely opened up to blind people everywhere.

The design has been modified in details so that the rail can be set up or dismantled in a minute or less. All parts slip together, except for the uprights, which screw onto steel studs in the two wooden bases. The nine-foot length of the rail is smooth so as not to throw the player off. The top of the rail is thirty-one inches above the floor, and a three foot space is left between the rail and the foul line so that the twelve foot run may be terminated, and the ball thrown without running into the alley.

It was found that in small quantities the price would have to be \$35.00. Consequently, it seemed wise to hold back production till 100 orders are received. Thus it will be possible to offer the rail in a fiber cardboard carrying case at a price of only \$22.50. The rail itself weighs 12½ lb., so that, in its case, it will probably not weigh much over 15 lb., and will measure about 10½" by 3" by 37".

In many communities, proprietors of bowling alleys might feel that the goodwill and new business the rails would bring in would justify their ordering. In others, groups of blind bowlers might want to pool their funds. In such cases, the rail might be left at the bowling alley for use by any of the group at any time. Certainly many schools and agencies will see the value of such rails. One agency has already expressed an interest in ordering ten of the rails if it comes up to expectations. No doubt many individual families—particu-

larly where one of the two is sighted—will be ordering, since they will be on about equal footing in this vigorous and exciting sport. There are estimated to be 16,500,000 bowlers in this country. If blind people can go among them and demonstrate that they can bowl as well as the next one, that will be one of the healthiest forms of education for the public; and there will be, in addition, a lot more vigorous and healthy blind people.

HOME INDUSTRY. Among the hardest letters this department has to answer are those asking how to make money at home. At every talk about, or demonstration of, tools and aids, people plead for work on home industry. It is a big field, and vastly complicated, for there is no blanket answer. The answer, more than in most things, depends on the individual blind person. A man may be able to make things and then not be able to sell them. Another may be a good salesman, but not skillful with his hands.

A new book looks to this department like a gold mine of suggestive ideas. It is Polly Webster's "How to Make Money at Home." Although it was not published until the end of October, the Library of Congress has already placed an order for its publication in braille. Some people may want to borrow it from their inkprint libraries even before the braille edition is released. If anyone wants to secure the inkprint edition, it is published by Whittlesey House in New York (\$3.00).

What makes the book so good is the down-to-earth, practical common sense that runs through it. The pitfalls are always stressed, and local resources are played up. There are 187 concrete suggestions most of them actual case histories, with location and conditions clearly stated. The histories come from all parts of the country and from all sorts of communities.

It was not written for handicapped people, and probably half the suggestions are no good for people with visual handicaps. This means the writer was not thinking of physical



limitations (most authors would give blind people far too many limitations and thus narrow the scope too much).

Of course, many people who want to make money, will not be able to, even with the help of this book. Making money at home requires more common sense, more imagination, and more enthusiasm than most people have. But it is likely that a lot of people who are making pin money today may learn from this book to make real money, and some who are making nothing may be stirred by what they read there to make at least pin money. It certainly answers an awful lot of the letters that come this way.

**SCREW STARTER.** For a year or more, this department has been trying to run down an ingenious screw starter that runs rings around other screw holders or screw drivers with screw clamps. It is a straight length of steel shafting, knurled at the end, and with three blades at the other, which also has a knurled section. When this end is twisted the three blades are lined up (a pin locks them in position). When the blades are set into the slot of screw and pressed, the pin is released and the center blade turns with considerable spring tension to press on the sides of the screw slot, holding the screw firmly. After the screw has been driven in sufficiently, the screw starter is simply pulled away, when it can be reset for the next job.

These tools may be ordered from Tuners Supply Company, Winter Hill, Boston 45, Mass. Catalog numbers, length and price are as follows:

|       |                                  |       |        |
|-------|----------------------------------|-------|--------|
| 217 A | Screw Starter, 4"                | ..... | \$1.50 |
| 217 B | Screw Starter, 5 $\frac{1}{4}$ " | ..... | \$1.70 |
| 217 C | Screw Starter, 8"                | ..... | \$1.95 |

**TAYLOR SLATES.** Proponents of the Taylor system for setting down and solving mathematical problems may be interested in the fact that a shipment of Taylor frames and type has been received from England. For others, a brief description of the device may be interesting. In the Taylor system, eight-

pointed stars are punched into a metal sheet at the top of a shallow tray. Square type slugs can be set into these stars in such a way that markings on the ends can rotate around the star. At one edge of one end of the arithmetic type are two dots which can be set to face north, northeast, east, southeast, south, and so on. A digit is assigned to each position. A bar is similarly placed on the other end of the type and it can be set to face in the eight directions, too, so that a single piece of type can represent any digit as well as any one of six operational signs such as addition, subtraction, fraction sign, etc.

The English Taylor Slate provides thirty-six columns of twenty-four ranks each. It measures 14 $\frac{3}{4}$  inches long and 9 $\frac{1}{4}$  inches wide plus an additional 2 $\frac{3}{4}$  inches for a tray for the type. It is available with a pound of arithmetic type at a price of \$8.50.

**ALGEBRA TYPE.** For use in providing additional symbols for solving algebra problems, another form of type is available. On one end, an L-shape appears along two edges, while on the other the type is recessed diagonally to leave a raised triangle at one corner. The student can thus, by employing the two different types, have twenty-two operational or other symbols. Postpaid, per lb., \$.75.

**KEEPSAFE PURSE.** Those wishing a less expensive purse than the Hollywood Pinch Purse, and a more intricate design than the Men's Wallet, may like this new Keepsafe Purse by Wales. Folded it measures 4 $\frac{1}{4}$  by 3 $\frac{1}{2}$  by  $\frac{3}{4}$  inches, and is held shut by a zipper going around three sides. Inside, it has an identification window, a key section with six key hooks and a pocket for extra keys (this section is closed with a snap fastener), two transparent plastic flaps for licenses, passes, hospitalization certificates and the like; a single pocket billfold with snap fastener, a four-section coin holder of plastic and a final pocket for papers and large bills. These wallets are made of morocco and are available in black or red. \$2.75, postpaid.



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## BULLETIN BOARD

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*Michigan School for the Blind*—A teacher training class was conducted at Michigan State College during the fall term and four senior girls were enrolled. They lived on the campus of the Michigan School for the Blind and did all of their academic work at that school. The specific courses offered were: Braille and Braille Methods, Typing and Typing Methods, Educational Provisions for the Blind, and Practice Teaching. Other activities included working in the dormitory with the houseparents, working with the nurse at the health cottage, supervising children on the playground during morning and afternoon recess periods, assisting in the dining room and assisting a teacher in directing an extracurricular activity. The girls had regular periods of observation and practice teaching in all grades at the school. This included work with the gymnasium classes, caning and industrial arts and home economics as well as academic subjects. This intensive twelve-week training course satisfies the specific requirements for a Michigan special education teaching certificate in the area of teaching the blind.

Frank L. Goodrich, instructor in piano tuning and repair at the school passed away on November 2nd. Mr. Goodrich graduated from the school in 1905 and had been a member of the staff for forty-three years.

*Blind Work Association, Inc.*, Binghamton, New York—An Open House was held at the new factory, 56 Water Street, on November 2nd and the remodeled and redecorated shop and office building at 18 Court Street was open for inspection also. The large number of guests who attended indicates an increased community interest in the Association's activities and this proved to be an excellent opportunity for the visually handicapped to demonstrate their skills. The Blind Work Association provides services for the visually handicapped as well as in the field of prevention of blindness in Broome, Chenango, Cortland, Delaware, Otsego and Tioga counties.

*Illinois School for the Blind*—The Museumobile, of the Illinois State Museum, came to the school on November 29. Exhibits in the thirty-six foot unit are representative of those in the Illinois State Museum in Springfield and relate to Illinois archeology, zoology, geography and botany. Scenes of how the state looked in prehistoric times, Illinois Indian life, the chief minerals of the state and its insects, flowers and plants are displayed. In addition the special exhibits show articles from the French Merci train, sent as gifts to the state from the French people.

*Pennsylvania Association for the Blind, Pittsburgh Branch*—A comprehensive program of leisure time activities, such as bowling, swimming, dancing, and athletic events is being developed under the direction of Mr. George Zerr, a graduate of the University of Pennsylvania, who has done field work in the instruction and rehabilitation of the blind in several states. In order to determine the interests of blind people, Mr. Zerr is making a general survey of the Pittsburgh shop and using interest inventories to gauge the respective preferences of clients.

The program for the care of the preschool blind child now embraces fifty-two children who are gradually prepared for entrance into the local school for the blind under the guidance of Mrs. Annabel C. Davis, director of social welfare. Mrs. Davis advises mothers on the early training of blind babies, recommends toys and games and keeps a careful check on habits and interests.

*East Bay Center for the Blind*, Oakland, California.

The official dedication and opening of the new center for the blind of Alameda and Contra Costa County will take place on January 28, 1950. Prominent among those invited to take part in the opening will be Earl Warren, Governor of California, Walter C. Fisher, President of Lions International and Melvin Jones, its secretary-general. The necessary funds were raised very largely by Thanksgiving Seal Sales by the Lions and the blind themselves.



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### NEEDS AND DEVELOPMENTS IN PSYCHOLOGICAL RESEARCH FOR THE BLIND

WILMA DONAHUE, Ph.D.

ADJUSTMENT OF THE PHYSICALLY HANDICAPPED for effective living constitutes the goal of the rehabilitation process. The needs of the physically disabled are no different from those of the non-disabled. Each person desires an opportunity to express himself in creative work, seeks independence in personal action and living and the right to self-determination, wants financial security and assurance that health needs will be met, needs a position in life which will provide status, self-esteem and the respect of others, and wants the knowledge and satisfaction of having made a social contribution to the welfare of society. This is the total adjustment process and cannot be achieved except through the

cooperative efforts of many specialists and the understandings of many disciplines. This is the task with which the rehabilitation worker is charged, and as yet he has little more to turn to for guidance in this tremendous task than a rather voluminous, conjectural and controversial literature which has evolved from the experiences of other clinical, educational or case workers like himself. Although psychologists have made some contributions, in terms of the magnitude of the need, relatively few scientific research studies concerning the psychology of physical disability or of blindness, with which this paper is primarily concerned, have been reported.

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This address which was given at the annual conference of the National Rehabilitation Association, held in San Antonio, November 6-10, will be of interest to all workers with blind people.

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Dr. Wilma Donahue is director of psychological services of the Institute for Human Adjustment, University of Michigan.

#### *Review of Research*

A review of the psychological research dealing with the problems associated with blindness published during the first half of the century indicates accomplishments



and points up needs. Research interest has been expressed primarily in five areas: 1. sensory and perceptual capacities, 2. intelligence measurement and comparative studies of the intelligence of the sighted and non-sighted, 3. academic achievement and educational methods, 4. aptitude testing, and 5. personality traits and their measurement.

Certain facts about the blind have been reported in these studies. The theory of sensory compensation has been disproved and the phenomenon as at first observed is now known to be the effect of practice (20). Obstacle perception (facial vision) is now an accepted concept and has been demonstrated to depend upon aural cues alone rather than upon some pressure principle or a combination of the two (24, 25). In the measurement of intelligence, tests designed for the sighted have been adapted for use with the blind (9, 10, 11, 12). It has been established that on such tests the blind as a group average below the norms for the sighted (9). Academic achievement tests have likewise been adapted for use with the blind (9). The blind are found to be retarded academically in relation to chronological age but are average with reference to grade placement (9, 14). Other studies of achievement show that braille reading as compared with talking book reading is slower at all age levels and results in poorer comprehension of material read except at the upper grade levels (13). Aptitude testing, although much needed in rehabilitation work, has received inadequate study with reference to the blind. A few tests of motor skill have been evaluated and some norms reported (1, 2). These tests constitute almost the only means of evaluating the job potentiality of the blind for factory placement. Personality studies, using paper and pencil tests for the most part, have given contradictory and unsatisfactory results. Although most of the studies indicate a greater degree of maladjustment among the blind than the sighted, they do not indicate the

factors associated with or causal to the maladjustment. In 1941, Pintner, Eisenson, and Stanton (20) after a critical review of the psychological literature on the blind pointed out the urgent need for the study of the personality of the blind and the unsatisfactory status of knowledge from previous research. They said, "Whether the blind as a group are more introverted or maladjusted than the seeing, it is at present difficult to say. Some evidence points in that direction. Again we are told that blind children in general are very suggestible, lack initiative, are unduly sensitive, and so on. . . . Perhaps the blind do not differ from the seeing with regard to the amount and frequency of such traits; perhaps they do. All these suggestions need to be checked by better and more comprehensive studies." Since this statement was written there has been one excellent study published on the influence of parental attitudes and social environment on the personality of the adolescent blind (23), in which it was concluded that the lack of satisfying parental love is more injurious to the personality of the blind child than the lack of sight itself.

None of these studies are to be criticized because they have failed to deal with important problems or because they have failed to yield useful information. However, it cannot be denied that, as I have already pointed out, their numbers were too few and their scope too limited. Further, they were carried out as isolated, independent investigations, were not based upon the same conceptual systems, did not employ the same techniques in the selection of subjects and in the analysis of data, with the consequence that the results cannot be combined into an integrated system of knowledge which provides a basic understanding of the psychological aspects of blindness.

During the early part of the century the Adlerian theory of organ inferiority and psychical compensation was presented which,



although it seemed to offer a set of concepts applicable to physical disability, did not prove satisfactory. According to this theory as interpreted by Dreikus (8), "each handicapped individual formulates his response to his disability in accordance with his life style. . . . This life style is developed in early childhood through the interpretations which the child makes of all the experiences and difficulties with which he is confronted. The disability is only one, although often an important factor. Not what the child has—in hereditary endowment and environment—but what he does with it, is important. Courage and social interest, or lack of them, determine whether a disability permits a good adjustment or leads to permanent failure." In part, the theory failed because life style, courage, and social interest are concepts, which as Barker (3) points out cannot be tested. "Concepts that are not testable, do not specify the forces acting, and cannot predict, may be immediately useful in clinical situations, but they do not satisfy the criteria for a good theory." (17) Further, the theory did not prove useful in practice because extremely contradictory results were obtained by the many investigators who made use of it in studies of physical disability. Barker, Wright, and Gonick (4) have summarized and pointed out the inadequacies of several other theories regarding the psychological effects of physical disability.

### *Recent Trends and Developments*

During the last ten years there have been certain trends and developments in general psychology which have important implications for those interested in physical disability and rehabilitation. Among these are new applications of psychological knowledge to clinical problems, new assessment and measurement techniques, a new concept of the team approach, a new theory of the psychology of physical disability, and special new research methods. These trends and

changes can be best understood if they are seen in relation to their historical development. At the turn of the century psychologists were largely concerned with the experimental investigations of part processes such as sensation, perception, rote learning and reasoning. Individual differences as a basic factor in human psychology had been accepted; simple tests to reveal these differences had been developed; and statistical techniques for evaluating their significance had already evolved. This gave rise to an elementalistic approach to the study of personality. It was assumed that personality was to be regarded as the sum total of distinct traits which were measurable by psychological tests similar to those used in the measurement of intelligence. However, it soon became apparent that personality could not be analyzed into these separate components measured in isolation and represented by a profile of test scores. (21) Gestalt psychology offered a new approach by demonstrating that the whole is more than the sum of its parts. On the basis of this concept a new notion of personality was developed which has become known as the holistic or organismic theory of personality. According to this theory, personality is considered to be the outcome of interaction between the individual and his environment. Accordingly, personality is understood by determining how an individual structures and responds to a particular situation. Further, there was an acceptance of Freudian principles according to which it is claimed that the personality of the individual can be explained only if it is possible to probe or to have revealed the unconscious motivators to behavior. Thus, depth psychology became an important part of the whole theoretical system. Still later the findings of psychosomatic medicine further clarified the close relationship between the physical and mental aspects of personality.

It is against this background that we may



look at the developments of the past decade. Significant among these is a new trend in clinical psychology. For the first time there is recognition of the psychologist's clinical concern about the individual and of his responsibility in the clinical diagnosis and treatment of maladjustments. Further, as the clinical psychologist becomes more involved in the adjustment process, new techniques designed to tap the deeper strata of personality in terms of unconscious motivation and unrecognized wishes are being devised. Projective tests, such as the Rorschach Ink Blot Test, the Thematic Apperception Test, and such other projective techniques as play methods and psychodrama represent some of the new and most useful clinical tools for this purpose. In addition, through clinical experience the psychologist is being stimulated to think along theoretical lines and to devise new concepts as aids for understanding human behavior. The modern clinical psychologist is accepting as his responsibility the experimental verification of these concepts, and there is already an increase in research activities related to the psychological adjustment of the individual. It is to be hoped that some of this interest and research will be diverted to the study of the problems of blindness.

A further important development stemming from the holistic approach to the study of human behavior has been the realization that if the interaction between the individual and his environment is to be fully understood, more than one discipline must be employed. Thus the concept of the team approach to the assessment of behavior has become an established necessity. Murray, one of the first to recognize the need for the integration of the knowledge of several disciplines, has proposed a new discipline, *personology*, which would depend upon psychology, psychiatry, physiology, anthropology and biology as basic sciences. (21)

Examples of research studies dependent

upon the team approach and based upon the holistic concept of personality function are available. During the war the assessment board of the Office of Strategic Services had the task of determining the relative usefulness of highly effective men and women and of rating them on such personal qualifications as social relations, leadership, discretion, good will, tact, freedom from disturbing prejudices and annoying traits, and so forth. To accomplish this a program of assessment was set up according to holistic principles. A variety of tasks-in-situations which would test a man's effectiveness in performing functions of the same type, at the same integrative level and under somewhat similar conditions as those he was required to perform in the field, was used. An example of a task-in-situation is found in the Construction Test which was employed. "The candidate was shown a glorified tinker-toy with which he was instructed to build a 5-foot cube with 7-foot diagonals in ten minutes with the aid of two helpers whom he was to direct. The 'helpers' were members of the junior staff who soon turned the situation into a test of the candidate's frustration-tolerance by becoming increasingly lazy, recalcitrant, and insulting." (19) Imagine for yourselves the value of similar types of tests in assessing the personal qualities and reaction patterns of, for example, prospective blind vending-stand operators. Such techniques would be especially useful when augmented, as they were in the O.S.S. program, by observation, personal interviews, paper and pencil tests of intelligence, tests of mechanical comprehension, projective tests such as the Thematic Apperception, Sentence Completion, sociometric rating and so forth.

In the army program the assessment required three days. At the end of the period significant observations of behavior in situational tests and the results of paper and pencil and projective tests were synthesized into partial formulations of the personality of



each individual assessed. From these formulations deductions were made as to the behavior which could be expected of each one in various situations.

At the University of Michigan a research project has been underway for several years in which the applicants for training in clinical psychology under Veterans Administration subsidization were assessed as to their academic fitness for training and their probable success as clinicians. The plan of this assessment program was very similar to that of O.S.S. A group of specialists including sociologists, psychiatrists and psychologists lived with, observed, interviewed and tested the candidates over a period of several days. Predictions as to their probable success as clinicians and their ability to handle the academic training program were made from the ratings based upon the combined judgments of the experts involved. All candidates were assessed prior to entering upon the training program. Academic performance and later job success will be correlated with the predictions of the professional teams.

More recently it was announced that an Institute of Personality and Research had been established at the University of California. The institute will conduct research in the development and organization of personality through the assessment of individuals in many fields and especially of persons applying for admission to professional schools in the university. Again, the team approach involving several disciplines will be used in the assessment process which will be based again upon the holistic concept of personality. The Rockefeller Foundation has provided a three-year grant of \$100,000 for the project. May we not hope for a similar opportunity to develop a program for the assessment and study of the blind?

A further development of importance relates to new theories which are currently emerging regarding the psychology of physical disability. The major one of these is based

on the recognition that in large measure the problems of the handicapped are not physical but social and psychological. According to this theory the understanding of the psychology of physical disability is dependent upon the social psychology of physique and is termed somatopsychology (3, 4, 17, 18). It is assumed that physique and behavior may be dynamically interrelated in such a way that physique determines behavior: 1. by acting directly upon neuromuscular mechanisms, 2. by influencing molar behavior or its component parts as related to goal responses, and 3. by serving as a stimulus to self and others. A parallel is drawn between psychological situations of the handicapped and of other minority groups. Individuals who differ from the majority of people around them have the status of minority group members and, as such, are subject to the dynamics which hold for any minority group. There is already an impressive number of experimental investigations based upon the concepts of this theory which tend to demonstrate its value in the prediction of behavior of the disabled and in the determination of the conditions under which certain types of behavior will occur. Only one of these studies deals directly with the blind—"Rigidity in the Deaf and Blind" by Helton McAndrew (16)—but many concepts useful in understanding other types of physical handicaps will, in all probability, be found to be applicable to the blind.

Finally, attention should be directed to a new research technique called *action research*, which has significance for those interested in bringing about social action in favor of the blind. Action research (5) makes discoveries and then sees to it that the discoveries are properly applied. It is in the latter characteristic, application, that it differs from ordinary academic research. There are several varieties of action research, but all involve field research in which actual situations are studied and in which circumstances



are manipulated according to certain hypotheses with the resultant changes recorded. By the use of action techniques, such as participant action, where experts, community leaders, and lay groups work together, actual changes may be brought about in community attitudes and social programs. One of the needs of those interested in the rehabilitation of the blind is to understand the theoretical basis for the attitudes of the sighted toward the nonsighted and to learn ways of changing these attitudes if they are found to be unfavorable. Action research would seem to be one method for attacking this and similar problems.

The emphasis which has been placed upon what is usually designated as basic research is not meant to suggest that there is not also a need for operational research. The rehabilitation worker is constantly forced to make decisions regarding practical problems of training, education, and placement of the blind. The worker wants and needs to know what tests to use in assessing the capacities of the blind, what norms are available, and how valid are the tests for prediction of success. He wants to know what levels of proficiency in basic skills are needed to fulfill the requirements of various jobs, and how reliable and valid are job tryouts in a sheltered workshop or rehabilitation center. Those responsible for various phases of training the blind want to know to what extent obstacle perception can be trained and what methods can be employed; which methods are to be recommended for travel orientation; whether the present size, definition and method of presenting braille is optimum; and whether the new sensory aids that are announced from time to time, such as the guidance devices, enlarged embossed prints and diagrams, and the electronic reading devices have any practical value.

#### *Plans and Needs*

It seems apparent that in the developments

of the last decade knowledge, techniques and research orientations have been achieved which, if brought to bear on the problems associated with blindness, would yield as significant results as they have already produced in other fields. Our problem then is how to make use of these new developments to establish a systematic body of knowledge about the blind, and how to use them in the solution of some of the pressing practical problems of rehabilitation.

Already, one plan for promoting research interest has been put into operation. In recognition of the obvious need to augment the number of investigations and to encourage the initiation of comprehensive programs of research on problems of blindness, there has been organized on a voluntary basis a National Psychological Research Council for the Blind. The specific functions of the council have been outlined as follows:

1. To encourage, initiate and provide consultative assistance in planning research concerning problems inherent in blindness
2. To secure the cooperation of agencies and of institutions of higher learning in carrying out such research projects and to encourage the establishment of research and demonstration centers
3. To serve as a clearing house for research projects and to aid in their allocation and financing
4. To review the studies made under the program
5. To interpret and disseminate the findings so that the significant results will be available to the general public as well as to those concerned specifically with the problems of blindness
6. To encourage the development, establishment and use of uniform definitions and terminology in psychological research for the blind
7. To serve upon request in an advisory



capacity to the Office of Vocational Rehabilitation of the Federal Security Agency and to any other public or private agencies engaged in work with the blind.

The council had its organizational meeting a year ago at the annual National Rehabilitation Association meetings, and in May of this year it met to outline a plan of action. Specific undertakings in which the council is currently engaged include the preparation of two bulletins, both of which have implications for research. One of the bulletins is to be in the form of a manual of instruction for the testing and counseling of the blind. It will include a suggested system for standard terminology with reference to its application in counseling the blind, directions for the administration of standard tests to the blind, methods of adapting tests designed for the sighted for use with the blind, normative data established on blind populations, evaluations of psychological tests and methods with reference to their validity, and a suggested plan for uniform reporting of data. It is the hope of the council that such a manual will promote standard practices in the description of blindness in testing, and in the collection and analysis of data. If uniform reporting methods are used, it will then be possible to combine the results of various investigators and thus amass data much more rapidly than is possible for a single worker. The bulletin will be made available to all those concerned with the psychological appraisal of the blind.

The second bulletin which is in preparation is to be devoted to proposals for research on psychological problems associated with blindness. It will include a discussion of research needs and a listing of the more critical problems in such areas as the effects of blindness upon personality structure, modes of adjustment to blindness, psychological tests and measurements, counseling techniques

and mental hygiene, vocational training and job placement, travel orientation and sensory aids, and so forth. This bulletin is to be distributed to universities and colleges and, in particular, to the research workers in these institutions in psychology, psychiatry, social psychology, counseling, education, and the biophysical sciences so that they may be informed of the extent of the need for research and of the kinds of problems which are considered to be crucial. It is hoped that by calling attention to the research needs workers in the fields concerned will be stimulated to carry out investigations in the problems of the blind.

A third project which the council has undertaken is an inventory of researches on problems associated with blindness which are currently underway or which have not been reported in the literature. Responses to questionnaires sent to libraries for listings of unpublished theses and to appropriate university and college departments to learn of research in progress or contemplated will be analyzed, and the results made available to those who are or may be working in the field.

These projects represent only the initial work of the council and it is expected that it will continue its activities over a period of years, at least until such time as the research needs of the blind are met.

While it seems probable that the council will stimulate interest in the problems associated with blindness with the result that an increasing number of studies may be carried out, it will be regrettable if it succeeds *only* in multiplying individual effort. Much more is needed. If greater progress is to be achieved in the last half of the century than has been achieved in the first half, a different approach in research planning is necessary. What is needed is research planning *at the program level*. Marquis, in his presidential address before the American Psychological Association in 1948, outlined three levels of research planning: 1. experimental design



which involves the planning of a single specific project and which will finally result in the slow accumulation of a coherent body of knowledge; 2. program design which provides for an integrated set of projects focused on a central problem and which utilizes the cooperative efforts of a number of scientists over a period of several years; and 3. policy design which is research planning on an even broader base and involves decisions regarding distribution of effort among programs, areas or fields. Marquis was particularly concerned with the need for program planning, contending that more attention to planning would greatly accelerate the rate of development of research.

Already there are examples of large-scale programs of organized research. During the war when it was necessary to learn a great deal in a very short period of time, research groups were organized to work on various phases of a central problem. This brought together in a working relationship many capable investigators, frequently from several disciplines, each of which was specifically qualified to deal with some particular aspect of the general problem. Such organizations of scientists, as pointed out by Campbell in the Seidenfeld report (22), "demonstrated the tremendous potentialities of group research as compared to the necessarily more restricted efforts of individual researchers."

Examples of organized research are not restricted to military or governmental agencies. Since the war, in particular, large-scale organizations have developed on university campuses. At the University of Michigan, for example, there has been established an Institute for Social Research which has combined in a single organization two large research groups, Survey Research and Group Dynamics. The Institute for Personality and Research at the University of California already mentioned in this paper constitutes another example. The staff of each of these organizations, although working in a univer-

sity setting, is free to devote practically full time to research. Voluntary agencies are also planning and carrying forward research on an organized basis. One such group recently reported is working at the Commission on Community Interrelations of the American and Jewish Congress.

Research planned on a program basis not only provides for projects planned on a larger scale than is possible for a single investigator, and for the bringing together of a group of scientists to work in an interdisciplinary relationship for a period of several years, but it also provides many other favorable circumstances for a high quality and quantity of research. Chief among these advantages are facilities for the extensive collection of data on an adequate population sample, a sufficient amount of research, clerical and computational assistance, the opportunity to make use of highly skilled consultants appointed to assist in certain phases of the research, and the vitalizing effects of cross-fertilization of ideas and techniques from the diversity of backgrounds represented on the research teams. Perhaps most important is the stimulation of the research group to develop theories. Cook, as reported by Seidenfeld (22), emphasized that "the development of theory is an essential part of the integration of the coordinate problem which forms the elements of the total project upon which a research organization is working . . . the developing theory makes possible the planning of even more crucial experiments. . . ."

As pointed out by Marquis (15), program design is not intended to replace individual and small-scale studies. "It is intended rather that an increased number of large and well-planned research programs will carry the scientific development of a frontier topic to the point where theory and data can provide guides for the individual researcher and make possible the incorporation of his work in the growing integrated body of scientific knowledge."



It takes no great amount of imagination to visualize what tremendous progress would result from a program of organized research focused upon the problems of the blind. Imagine the almost inestimable value of a simultaneous attack upon the social, educational, psychological, mental hygiene, medical and welfare aspects of the problems in providing a body of knowledge to which the rehabilitation worker could turn for guidance in dealing with problems of the total adjustment of the individual.

The results of such a program of research would enable us to better understand the effects of the disability of blindness, to know the needs of the group and of the individual members of the group, to predict their behavior and the conditions under which it will occur. We would know how to change community attitudes toward the blind, how to provide employer acceptance of the blind worker, and how to bring about an orderly integration of the blind individual into the community in which he lives and into the total socioeconomic structure of the country. In addition, we would know how to plan for the education and training of the blind in order to contribute to the maximum adjustment of the individual and to prevent the development of maladjustments.

It makes little difference whether such a program of research is undertaken by federal or state governmental agencies, by university-centered research groups, or by voluntary agencies. The important thing is that it be done. To conduct research at this level, however, requires subsidization of such magnitude that it can scarcely be undertaken without the assistance of federal grants or foundation support. In contrast to the sum of over twenty million dollars now being expended by the federal government and by philanthropic foundations for the support of research in the social sciences, the amount needed for several programs of organized research on blindness would constitute a mere pittance in

terms of money. Yet, in terms of human happiness, such an expenditure might be expected to yield enormous dividends.

The need for research on problems incident to blindness was recognized in a bill introduced in Congress during the last session in which it was proposed to establish research centers for blind and other severely handicapped people. Such centers would permit the concentration of a competent group of research workers representing several disciplines, who would be free from the demands of a service agency and could devote full time to research. They could develop and test basic theories regarding the effects of the physical disability of blindness upon behavior and could also undertake the solution of many of the operational problems present in the rehabilitation process. Further, such centers could serve as training centers for advanced students and professional workers wishing to prepare themselves for work with the blind.

To accomplish such a goal in research planning will require leaders, such as yourselves, to lend strong support. There is no doubt that the need for research is accepted and appreciated. The next step is to determine methods for expediting the planning and execution of an organized research program. No group has so deep a concern as those who have the responsibility for the rehabilitation of the disabled. It is then to be expected that real progress in research planning will come about as the result of the initiative and support of organizations concerned with the blind. Such groups must become active in the work of defining the needs, in the initiation of research programs, and in the support of such programs as may be established.

### *Summary*

In summary, important results from psychological studies of the blind over the first half-century have been established, but prog-



ress has been slow. During the past decade new developments in research techniques have proven useful in other psychological domains which, if applied to the problems associated with blindness, promise to be of equal value. Accelerated progress in meeting research needs can best be achieved through planning at the level of program design. And finally, if research activities are to be increased in number and magnitude it will require the concerted effort of all who are concerned with the training and rehabilitation of the blind.

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## GUIDANCE THROUGH EXPLORATION

RAYMOND WUENSCHHEL

THE DETROIT LEAGUE FOR THE HANDICAPPED is a private voluntary agency supported by the earnings of its production departments and supplemented by the community chest. Its purpose is to help the individual make the best possible adjustment to his disability through case work, employment and vocational adjustment. It serves principally deaf, blind, hard-of-hearing and orthopedic people of both sexes. At present, the average annual social service intake is 950 cases. Of these, approximately twenty-five per cent are blind, fifty per cent are orthopedics and twenty-five per cent have hearing disabilities.

The League is organized under a board of trustees and an executive director into social service, production, home occupations and vocational adjustment divisions. The social service division consists of three case workers with minimum qualifications of a master's degree and an average of seven years' ex-

perience. The production division is under the supervision of a superintendent and is divided into five departments, which provide employment in the sheltered shop and for homebound people. The salvage department does reclamation work for the Detroit Edison Company. The sewing departments do work for both wholesale and retail outlets. We operate a print and letter shop and a hand assembly department, which does light assembly and packaging jobs on a sub-contract basis. Each production department is under the direct supervision of a manager. The home occupations program is directed by an occupational therapist and provides training to homebound individuals. The vocational adjustment division is supervised by a trained vocational counselor. Included in this division's services are specific training for sheltered employment and specific training for competitive placement in industry. Its major function at the present time is exploration of the individual's capabilities.

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### *The Place of Exploration in the Rehabilitation Process*

Exploration begins when a League case worker and the vocational counselor agree that the referred client has reached a point in his mental and physical adjustment to his disability where he is ready for the work exploration program. The decision is made on an individual basis. It is presumed that he is sufficiently motivated and is able, to a reasonable extent, to perform the necessary tasks of everyday life. Exploration ends when, after completing the program, the client's evaluation is sent to the source of referral through the League social service division. In line with the general intake of the agency, the program serves principally hard-of-hearing, deaf, blind and orthopedic clients.

### *Purposes of Exploration*

Referrals for exploration are made for the purpose of acquiring general or specific work information about the client to provide an intelligent basis for future planning. Fundamentally, the program exists to help the disabled individual reach the highest level of vocational adjustment possible within the scope of his abilities and limitations. The criterion of success of an exploration program is the ultimate satisfaction of the client in his work. Inability to work, or failure in a work situation, tends to have a more serious effect on the personality of the disabled individual than it does on the non-disabled.

From the placement official's point of view, exploration offers the best known way of avoiding unsuccessful placements. Because of its similarity to a regular work situation, it offers the information that the agent cannot easily get in any other way. Chronic absenteeism, a low rate of production, or social difficulties can be observed in an innocuous situation. Placement officials are acutely aware of instances where one failure

has embittered employers of a business, or even a whole industry, against future employment of the disabled.

Exploration has an important training value. It gives the case worker and the vocational counselor an opportunity to observe and develop attitudes in the client conducive to good work adjustment. It offers a situation where regularity of attendance and punctuality may be encouraged. The client learns good housekeeping on the job and becomes oriented to machines and equipment. He learns to use his mind and hands most productively by using them in a controlled production situation. He becomes acquainted with aids and methods that help him in his everyday physical and mental adjustment.

The psychotherapeutic benefits of the exploration situation should not be overlooked. To the case worker dealing with an emancipation problem, it is helpful to get the client out of the home and into a social situation for an extended period. In the case of a client where aspirations are high and ability low, it is useful to a vocational counselor to have a situation at hand where he may let the client observe the actual demands of a job.

### *Procedure of Exploration*

At present, the capacity of the program is twenty clients, this number varying with the type of intake. The duration of the exploration process may be from two weeks to three months, depending on the needs of the individual. Approximately one third of the time is spent on jobs in a separate training room, while the balance of the period is spent in the regular production departments. In the early stage of exploration, the client generally works in the training center under the direct supervision of the vocational counselor. These jobs are of a simple nature, which minimizes the risk of early failure. They require a minimum of concentration, thus permitting the client to



give attention to orienting himself to the agency. The results of this work give the counselor an indication as to the most desirable continuity for the rest of the exploration program.

The program is flexible; the type and sequence of job tryouts depend on the individual needs, abilities and limitations of the client. In our hand assembly department, the client is placed on jobs typical of those found in light industry, and in our salvage department, we do industrial work of a heavier type. These jobs require the use of a variety of hand tools and power equipment. The print and letter shop provides jobs similar to many clerical trades. Women are given practical experience in the sewing departments. As a regular part of the program, the client is given a week's tryout at a building concession operated by a disabled person. The client helps the concession operator to sell candy, magazines, cold drinks, and so forth. The counselor keeps detailed records of job performance and attendance. Regular interviews are held by the counselor with the client to determine his interest and attitude and to inform him of his progress. Monthly reports are made to the referring agency.

#### *Social Service—Vocational Adjustment Relationship in Exploration*

In the League we have a policy of positive cooperation between case worker and vocational counselor in offering service to the client. To the uninitiated this may seem an unnecessary statement of the obvious. To the worker in the field the spectacle of inter-departmental friction to the detriment of the client is far too common, whether caused by the conflict of personalities or the natural overlapping of the two fields. The problem demands frank recognition and open attempts at solution. At the League, personality problems are primarily the responsibility of the case worker, except those directly related

to work, which become the responsibility of the counselor. It is recognized that within the scope of this broad delineation there is plenty of room for overlapping. However, by trial and error, and with sincere effort, narrower lines of responsibility have been drawn. In all cases, through weekly conferences between case worker and counselor, planning is done jointly. The social service division maintains all contacts between exploration, client and outside agencies, except those directly relating to work information.

#### *Production—Vocational Adjustment Relationship*

Like most other agency shops throughout the country, the League production division is unable to provide as many jobs as there are disabled people who need them. In recent years, the advent of large-scale exploration and training programs have increased the problem. The work done by clients under these programs in the regular production departments has diminished the work available to the regular workers. When moving the clients through the production departments, the vocational counselor is always conscious of the needs of the regular workers. Wherever possible, non-productive jobs are substituted. While this is not the best solution to the problem, it is the only practical one offered to date. At present, about one-half of the Detroit League for the Handicapped exploration program is carried out on non-productive jobs. When the exploration client is working in the production departments, he is still the primary responsibility of the vocational counselor. Department supervisors and the counselor work closely together, but decisions regarding types of work or discipline are the counselor's, and he keeps himself informed on the problems of the production supervisors. It has been possible to keep the exploration program from causing dislocations in the production shops.



*Alternatives after Exploration*

When the client completes the exploration program, an evaluation, with possible recommendations, is sent back to the source of referral. He may be ready for placement in competitive industry; sheltered employment may be his highest level of adjustment at the time; or the need for further education or specialized training may be indicated.

Considerations upon which decisions regarding future planning will be based include general work and educational background, interests, intelligence, medical prognosis, social adjustability, ability to get about, productive speed and accuracy. As no exploration program exists in a vacuum, the placement situation for disabled persons in the community must be an important consideration. The counselor cannot tell the placement official what type of client he can place. The counselor must accept the placement official's standards. It is recognized

that the client's future work performance will be based primarily on the twenty, forty, or sixty years that he lived before he came into exploration. It is the counselor's business to interpret the effects of these years in terms of future work possibilities.

*Future Goals of the Detroit League for the Handicapped Exploration Program*

The present program at the League has been in existence for fifteen months. It has grown slowly as the needs of the clients became apparent. A need for field trips to local industries and businesses seems to be indicated at the present time. It is hoped that a method of group guidance to meet the diversified needs of our clients can be worked out. We recognize that an exploration program must be dynamic, that the needs of the clients change, and that the social and economic environment changes. To do its work effectively, an exploration program must adapt itself to these varying conditions.

## A PRESCHOOL NURSERY

JOSEPH J. KERR

THE FIRST PRESCHOOL NURSERY for blind children in Pennsylvania was instituted this summer at the Overbrook School for the Blind in Philadelphia. It was conducted by the members of the staff of the Overbrook School under the sponsorship of the division of special education, Department of Public Instruction, Harrisburg.

The aim of the preschool nursery is to aid the child in his early stages of development; to assist the mother in understanding the problems created by blindness; to acquaint

her with the opportunities available in training the blind child; to build within her a feeling of security for the child's future; and to give the child the best medical, ophthalmological and dental care available.

In the late thirties Josef G. Cauffman, then superintendent of the Michigan School for the Blind, desiring to help the mothers of blind children, established the Roberta A. Griffith Nursery School. Following this early undertaking other nursery schools for the instruction of the mother and the blind preschool child were established in various states. Mr. Cauffman's interest in this essential phase

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Joseph J. Kerr is assistant principal of the Overbrook School for the Blind.



of training continued, and this summer he was enabled through funds appropriated by the state legislature to initiate such a project at Overbrook. Ten mothers with their blind babies were invited to attend this first twelve-day session.

The staff included Josef G. Cauffman, principal; Joseph J. Kerr, assistant principal; Helen Farrar, visiting teacher; Ivy B. Parker, kindergarten teacher; Edith Woodward, nurse; Elizabeth Mudie, cadet teacher; Thelma Sharp, home teacher; Christine Southard, volunteer; Dr. John Alexander, physician; Dr. Wilfred E. Fry, ophthalmologist; Dr. Franklin K. Dennis, dentist.

The program was so arranged that during the morning the mothers attended classes while the children were under the direction of the teachers and aides. Returning from classes, the mothers took charge of their children while the staff held a daily conference. During this period various problems were discussed and suggestions and recommendations were made. Also, interviews were held with two mothers each morning so that all problems could be met. After dinner the children had their rest period and the mothers again attended classes. After classes the mothers took charge of the children and had an opportunity to put into practice the things which they had seen demonstrated. A half hour of organized play and activity before bedtime followed the evening meal.

The mothers were entirely free in the evenings, as the teacher and cadet took over the baby-sitting job. The mothers had a program of planned recreation, such as a sight-seeing tour, attendance at a major league baseball game, the movies, etc. Representatives of the various agencies which deal with the problems of blindness gave the mothers firsthand information, and discussions were encouraged. Twice during the session the fathers were invited and were able to take part in the discussions concerning their responsibilities.

Dr. Lester N. Myer, chief of special education and Miss Dorothy Warner, also of that department, spent a day at the nursery. Dr. Myer spoke to the mothers on the topic, "The Program of the State Department." He said, "I had planned on asking a few mothers their reaction and thought about the nursery, but after observing the classes it speaks for itself, as a very well conducted nursery benefiting both babies and mothers."

The preschool nursery extended from August 16 to 28, and the mothers agreed that the twelve days were well spent and that they had gained much not only for themselves but for their children as well. The session closed with a program during which each mother was presented with a certificate of achievement.

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#### DIRECTORY CHANGES

- Pages 15 and 74—Change name to Xavier Society for the Blind, and address to 154 E. 53rd Street, New York 10.
- Page 24—San Francisco Center for the Blind. New address: 745 Buchanan Street, San Francisco 2, Calif.
- Page 57—St. Louis County Welfare Board, Aid to the Blind Department has been abolished.
- Page 67—Albany Association of the Blind, Inc.: Miss Elva J. Uszner is manager.
- Page 68—Braille Classes—New York Public Schools. Miss Frances E. Moscrip has resigned. The acting director is Mrs. Dorothea Di Pretoro.
- Page 75—Lions Industries for the Blind, Inc.: Mr. C. T. Collins has resigned. The new manager is Mr. Keith J. Bargiol.
- Page 80—Toledo Society for the Blind. Mrs. Estelle Parsons has retired.
- Page 88—St. Mary's Institute for the Blind. Sister M. Benignus, Sister Superior, has been succeeded by Sister M. Vincentia.



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## FOUNDATION ORGANIZES FOR GREATER SERVICE

### PLANS ANNOUNCED BY TRUSTEES AND NEW DIRECTOR

WITH NEARLY THIRTY YEARS of growth and experience and the first half of the twentieth century behind it, the American Foundation for the Blind entered the second half of the century in January with an enthusiastic drive to organize its strength for greater service to the blind in keeping with modern concepts, according to announcements from M. Robert Barnett, newly appointed Executive Director of the Foundation and its sister organization, the American Foundation for Overseas Blind.

While many of the plans announced by the trustees and the new director were of an internal nature, cooperating agencies and individual blind persons soon will notice the results of certain administrative actions which will have an effect upon the Foundation's service programs. Essential points in the Foundation's reorganization move were the consolidation of allied types of service for greater efficiency and volume without expansion of personnel, closer coordination of all consultative services of a professional nature, the redefining of the Foundation's role in basic technical research and development, the increase in production of Talking Books and other tangible aids, and the expansion of professional service in the fields of rehabilitation and education.

Mr. Barnett announced the appointment of Miss Kathern F. Gruber as assistant director of the Foundation for professional services, as well as director of services for the war-blinded; Mr. Alfred Allen, as assistant director for administrative services, and Mr. C. H. Whittington, as assistant director for

technical services, as well as manager of the Talking Book department and acting director of research. Other Foundation personalities already well-known to the country at large will continue their respective programs under what is hoped to be a stepped-up basis, with Miss Evelyn C. McKay as director of social research, Mrs. Dorothy D. Bryan as director of services for the deaf-blind, Miss Helga Lende as librarian, and Dr. P. C. Potts as editor of the *Outlook* and consultant in some phases of educational service. Mr. Hulen Walker continues service in the field of legislative analysis, and Mr. William Barbour has been named assistant manager of the Talking Book department.

Among some of the departmental revisions is the organization of a new department of special services which, on January 1, superseded the Foundation's former department of technical research. With Mr. Charles G. Ritter as the supervisor of the new department, all of the Foundation's personal and miscellaneous services to the blind as well as its sales program have been grouped for greater efficiency and economy. Technical research, formerly conducted in the department, has been assigned to the new department of technical research and development, with Mr. Whittington as acting director; and its program is being spearheaded by Dr. Clifford M. Witcher and Mr. J. O. Kleber, research engineers.

Dr. Robert B. Irwin, whom Mr. Barnett succeeded in the fall of 1949, remains as associate director to Mr. Barnett in the American



Foundation for Overseas Blind. In that capacity, Dr. Irwin is responsible for the day-to-day administration of the sister foundation as well as the continuing promotion of services and aid to the blind in foreign countries. In the Paris office of the American Foundation for Overseas Blind, Mr. Georges Raverat continues as European director, and Mr. Eric T. Boulter as assistant European director, Mr. Barnett's announcement stated.

The Foundation, toward the end of 1949, lost the services of Mr. Franklin F. Hopper, of Providence, Rhode Island, who resigned from the Board of Trustees after nine years of active leadership in that capacity. The Foundation gained strength in its trusteeships through the addition of two outstanding names in work for the Blind—Colonel E. A. Baker, M.C., O.B.E., managing director of the Canadian National Institute for the Blind, Toronto, Ontario, and Mr. Howard M. Liechty, managing editor, Matilda Ziegler Publishing Company, Monsey, New York. At the annual meeting of the trustees in December, the following slate of officers was reelected:

Executive Committee

Mr. William Ziegler, Jr., President  
 Mr. Stetson K. Ryan, Vice-President  
 Dr. Gabriel Farrell, Secretary  
 Mr. Jansen Noyes, Jr., Treasurer  
 Mr. Winthrop K. Howe, Jr.  
 Mr. Richard H. Migel  
 Mr. G. A. Pfeiffer  
 Mr. Peter J. Salmon

Finance Committee

Major M. C. Migel  
 Mr. Harvey D. Gibson  
 Mr. George MacDonald  
 Mr. Jansen Noyes, Jr.  
 Mr. William Ziegler, Jr.

Mr. Barnett also announced the appointment of an advisory committee to aid him and the Foundation staff of research specialists

in the formulation and execution of a consistently high standard of investigation and development in the field of technical aids. On the committee are Mr. Edward J. Waterhouse, manager of the Howe Memorial Press, Perkins Institution, Watertown, Massachusetts; Mr. George F. Meyer, executive director, New Jersey Commission for the Blind, and a Foundation trustee; and Dr. D. W. Woolley, member, Rockefeller Institute for Medical Research, New York City.

The new Executive Director stated that greater emphasis is to be placed on the dissemination of information to all workers for the blind through both periodicals and direct publication methods of the results of all Foundation research in the fields of professional and technical endeavor. He said that such information would not always be restricted to Foundation activities but that the informational channels of the agency would be used to report the services and findings of all thinkers and leaders.

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FRANCIS J. SMITH DIES

Dr. Francis J. Smith, 53, blind professor of neurology and a veteran of the Royal Canadian army in World War I, died on December 28 at his home. Dr. Smith was professor emeritus of neurology and psychiatry at the Philadelphia College of Osteopathy. He served on the staff of the hospital for seventeen years before retiring four years ago.

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The American Bible Society has the complete Bible on 169 Talking Book records for the blind. The Old Testament is on 129 records and the New Testament is on 40 records. The Bible Society offers all of these records direct to blind persons at the special price of 25 cents a record, plus 2 cents a record for wrapping and mailing. For full information please write to the American Bible Society, Department for the Blind, 450 Park Avenue, New York 22, New York.



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# REHABILITATION OF THE BLIND

CURTISS S. JOHNSON

"DO YOU MEAN TO SAY that you are asking me to hire a blind man to work in my shop?"

Such statements are heard every day by vocational counselors for the blind as they go about their business of placing blind and visually handicapped individuals in industry. To the uninformed public as a whole, the idea of employing a person with little or no eyesight is something that smacks of the impossible. The typical employer will probably say, "Yes, I know the blind do wonderful things, such as play and tune pianos, and I even know of one that could cross a business intersection all by himself. But as to working in my shop, I can't think of a job that he could do."

One often hears this statement made by employers: "My present workers have too many accidents now, and an excessive amount of spoilage and they have two good eyes."

When one compares statements such as these with statements praising blind workers by firms that have employed capable blind workers upon carefully selected jobs, one begins to realize the challenge and amount of hard work involved for the rehabilitation staff in developing favorable attitudes on the part of the employers.

The Federal Vocational Rehabilitation Act, passed by Congress in 1920, recognized and

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The accompanying article, with slight omissions of local material, is reprinted from the May 1949 issue of *Minnesota Welfare*, a publication of the Minnesota State Division of Social Welfare.

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Curtiss S. Johnson is district counselor of the Minnesota Division of Social Welfare, St. Paul, Minn.

acted upon the need for a rehabilitation service for the physically disabled on a national scale. Owing to restrictions on types of services that could be offered, however, it did little more than scratch the surface of the areas of need.

The basic law was amended in 1943 by Public Law 113, commonly known as the Barden-LaFollette Act. This law provided a far wider range of services. Under the act the federal government reimburses the states for most administrative costs in operating their programs, and also pays 100 per cent of the expenses of vocational guidance and placement. Costs of medical and psychiatric examinations, training, tools and equipment are shared by the state and the federal governments, as well as medical and surgical treatment, hospitalization, and maintenance while receiving rehabilitation services. Some of these services are dependent upon the client's capacity to provide them himself.

The services that are provided can be listed as follows:

1. Medical examination in every case to determine the extent of disability.
2. Individual guidance in every case to help the disabled person select and obtain the right job-objective.
3. Medical, surgical, psychiatric, and hospital care as needed to remove or reduce the disability.
4. Artificial appliances, such as glass eyes, glasses, hearing aids, artificial limbs, and the like, to increase workability.
5. Training for the right job at schools, col-



leges, on-the-job, or otherwise, to enable the individual to do the job well.

6. Maintenance and transportation for the disabled person when necessary while he is undergoing treatment or training.
7. Occupational tools, equipment and licenses as necessary to give the disabled person a fair start.
8. Placement on the right job, one within the disabled person's ability and physical capacity.
9. Follow-up after placement to make sure that the rehabilitated worker and his employer are satisfied with one another.

Some state agencies also provide rather complete specialized psychological services, wherein a staff psychologist administers intelligence, aptitude, and interest tests to clients. This service is a great help to the counselor in assisting the client to select a suitable vocational goal.

These services may best be illustrated by the handling of a typical case. A referral is made to this agency by a private doctor. The home teacher in whose area the referral originates immediately takes responsibility for starting the primary steps. These include filling out a basic information form, giving valuable background material, authorizing a general medical and eye examination, and getting as much relevant material as possible from given references, past employers and interested agencies. It is at this point that the psychological battery of tests is usually given.

When the home teacher feels that he has gathered enough information, he submits it with his case summary to the district counselor, who has overall supervision of all work in his area. The district counselor gives counseling and individual guidance to the client, helping him to view himself as objectively as possible. The district counselor constantly keeps in mind the psychological results, physical capacities, and scholastic and work background of the client as they discuss vocational

fields of interest. These are then narrowed down to definite types of work; and plans for training, medical service, or direct placement are made accordingly. No counselor is expected to have at his fingertips all the information that such procedure requires, but he must know where he can locate the required information, whether it concerns starting a chicken farm, turret lathe operation, dictaphone transcription, radio repair work, or one of a multitude of other operations. If it is decided that a client would make a success of the vocational field agreed upon by him and the counselor, and training is needed, the agency can pay the cost of it, including tuition, maintenance, tools and supplies, and transportation.

When a blind or visually handicapped person has finished his course of training, or if a person may have ability or background for a job without formal training, the placement counselor takes over the case. This specialist works mainly with employers, having as his responsibility the finding of suitable jobs for the blind, placement of selected workers on these jobs, and supervision and follow-up after placement. Much of the success of this program depends upon the initiative and resourcefulness of the placement specialist.

A low economic status has long been associated with the blind. The handicap of blindness, reinforced by a low income, naturally gives rise to feelings of both economic insecurity and social insecurity. The realization that one is successfully employed is the best method known to offset these feelings, and a person thus becomes a tax-paying citizen instead of tax-supported. It is more economical to offer an adequate program of necessary services to achieve this goal than to keep a handicapped person on public assistance rolls.

The main goal of rehabilitation is to raise the individual to his optimum employability. If a person, whether sighted or blind, is insufficiently prepared for a job, he is much



more likely to lose it than a person who has been trained beyond the bare minimum requirements. The blind worker must possess greater skills on a given job than the sighted worker, in order to overcome the historical barriers of thought that still exist in most lines of work. Greater skill on the part of the blind worker must be accompanied by better work habits, also, such as closer attention to work, promptness, and low quit rates. Statistics gathered on a national scale show that handicapped workers have at least an equal production rate, a lower rate of absenteeism and a lower quit rate than sighted workers.

Rehabilitation can be thought of as a teamwork proposition, with the counselor acting as quarterback and calling the signals, and the client carrying the ball. A play can be set up to make a score, but if the ball carrier fails to run with the ball, the play flops. Agency services are not enough unless coupled with an individual who has the determination and will put forth the effort to see a plan through to its completion.

A successful program relies on the cooperation of training agencies. For many types of work it is possible to make use of regular schools for the sighted, but in others it is necessary to use specialized facilities.

The state division is responsible for locating blind persons who are in need of service. When a blind person is referred, the referral can be made either to the state services for the blind, or through the local welfare board. County workers render great service through their personal contacts with blind persons in these referrals, encouraging them and helping them regain confidence when vision fails. For those persons for whom rehabilitation is not feasible, services of other types such as home teaching or sheltered employment are still open. It is of vital importance to all the blind that only those who represent them creditably on a job should be placed in industry.

## NEWS FROM JAPAN

Fourteen years ago a young blind Japanese Christian called Takeo Iwahashi was inspired to devote himself to working for his blind fellow countrymen. He was a man of high intelligence and charm whose destiny had led him for a space to Britain where he made a name for himself in the student world of Edinburgh. He became a member of the Society of Friends and with their help he opened in Osaka a Friends' School for Blind Girls. Not content with this, he founded a centre of blind welfare in the same city, calling it the Lighthouse Institution. The work developed and flourished under his energetic guidance and direction. Then came the war. The school was destroyed in the bombing raids and the Lighthouse was seriously damaged. No one knew exactly what had happened to Iwahashi until a Friend, visiting Japan, was able to bring back firsthand news.

Undaunted by all the difficulties of a post-war, defeated Japan, Iwahashi has started again to build up a centre of light and hope for the blind community. For the first time since the war he has issued a report—for the year 1947—of the Lighthouse Institution at Osaka. The motive which inspires him could find no better expression than his own Foreword: "It seems to me that the real spirit of loving the blind is . . . to help them to become independent members of society by giving pertinent support and guidance. . . . The blind should build up a social solidarity . . . and should spare no effort to come to the true realization of mutual help among the fellow blindmen who are living in the darkness." It is good to know that he has not only gained government support for his work, but has also won the respect and generous cooperation of the American Occupation Forces. In particular the General in Command of the 25th Infantry Division at Osaka, Major-General Charles Mullins, has given him much friendly help.



Determined to raise funds to rebuild what had been destroyed and repair what was damaged, Iwahashi asked permission to collect empty tins, waste paper and other scrap material from American army depots. This permission was given, and with a band of blind workers the resourceful leader set to work. A metal workshop with various small machines was established. The scrap metal was flattened, cleaned, trimmed and transformed into oilcans, toothpaste boxes, matchboxes, various kinds of toys and metal fittings of buildings. Waste paper was made into good braille paper or printing paper. So successful has this ingenious venture been that seven branch workshops have been set up in other areas, each with its own blind director. Profits from the workshop in 1947 amounted to 864,791 yen. The school has been rebuilt and Lighthouse activities are in full swing again.

The report lists some of the activities of the centre. Between April and December 1947, eight blind students received training in massage, passed the special examination set by the Osaka authorities and are now practising. The free lending braille library is functioning again, and 343 new books or other publications have been added to it. Two home teachers have visited and helped blind people in their homes. Classes have been held—including one for women for instruction in "Tea Ceremony, Cooking and Manners" (would that the West held "Manners" in such esteem!) Blind musicians have met in conference, and there have been social gatherings, including a swimming party. The visit of Miss Helen Keller to Japan gave great stimulus to the work, and the report mentions that an All Japan Blindmen's Association is now being organized to commemorate her visit.

Blind welfare does not absorb all Iwahashi's energies. He is a very active Friend, he does a great deal of speaking and writing, and he has formed a Women's International Fellowship which has a membership of about 2,000.

Such cheerful courage, such faith in the future, deserve their reward and we echo Iwahashi's own words at the end of his report: "We hope we shall be able to navigate our ship, S. S. Blindmen, safely to the promised haven of peace and liberty."

The above article is reprinted from the December 1948 issue of *The New Beacon*. Although it is a bit out of date, many readers of the *Outlook* will be interested in it because Mr. Iwahashi has been invited by Helen Keller to visit America and is now making a tour of our institutions for the blind and speaking before groups of Friends in various cities.

## SCHOLARSHIPS

The Delta Gamma Fraternity has a \$1500 annual fund and a \$2000 annual loan fund from which smaller scholarship awards are available for the preparation of those intending to become (1) orthoptic technicians, (2) teachers of partially seeing children, or (3) specialists in the education of blind pre-school children. Anyone wishing to specialize in one of these fields may be eligible for assistance, the amount in each case to be determined by the particular need and costs involved. If you want to enroll for such training, apply for a scholarship to Mrs. Thomas Johnson, 1235 Longfellow, Detroit 2, Michigan. Applications for training starting in June should be filed by March 15; for training starting in the fall, by July 15.

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### OUTLOOK FOR THE BLIND and THE TEACHERS FORUM

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Editor

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## HIGHER EDUCATION FOR THE BLIND

DOROTHY STEINERT

Is HIGHER EDUCATION for the blind worth while from a vocational point of view? This question is the concern of educators and workers for the blind, of school personnel accepting blind students, of parents of blind children, and particularly of blind students themselves. A study on the subject was made of a group of former Perkins students who were known by that school to have gone on to some school of higher education after completion of their high school curriculum. The following specific questions were posed: Were these persons able to secure positions in their chosen vocations? If they were not able to secure such positions, what occupations, if any, did they have? Were their occupations satisfying to them? If they were not employed, what were the reasons for their unemployment?

The study group embraced a total of sixty-eight persons, but, for the purposes of this paper, only the fifty-eight persons between the ages of twenty and sixty (the normally employable age group) will be considered. The amount and type of higher education which these persons had was extremely varied, ranging from one to two years in a liberal arts college or specialized vocational school to the holding of advanced

degrees in law, osteopathy, social work, etc. Approximately one half of the fifty-eight persons had attended graduate schools after the completion of their undergraduate studies.

At the time this study was made (October, 1948), forty-eight of the fifty-eight persons were employed. The majority were engaged in some type of business or professional work. Education was the field in which the largest number were employed, the great majority of whom were teachers in residential schools for the blind or engaged in some phase of education for the adult blind. Because of the problems of schoolroom discipline, it seems to be extremely difficult for blind persons to secure positions in the public schools. Only one person in the group was able to obtain such a position. She attributed her ability to do so to the fact that she had a high degree of traveling vision.

Law was another profession in which a large number were engaged. Ten men, eight of whom were totally blind, had established their own private law practices. Two of these lawyers were also members of state legislatures. Only one man who had begun the practice of law was unable to continue it, finding it necessary to secure a position as a clerical worker. It is significant that all others found practices successful enough to warrant their continuance over a period of years.

The remaining persons in the study group were employed in the fields of osteopathy, social work, insurance, public relations, retail selling, legislation, clerical work and music. There were from one to four persons in each of these fields. Only one of the forty-

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This article was prepared for *The Home Teacher* and appeared in the November issue of that magazine. It is a condensation of a study made at the School of Social Work of Simmons College. It is reprinted here with the kind permission of the author and the editor of the magazine.

Dorothy R. Steinert was graduated from Skidmore College, and received her M.S. degree last June from Simmons College School of Social Work.



eight employed persons found it necessary to secure employment in sheltered industry for the blind. It is significant that the great majority were engaged in business or professional fields in which they would be in competition with sighted workers. Forty of the forty-eight employed persons had maintained their positions for from three to twenty years; a sufficient period of time to demonstrate their ability to adequately handle the requirements of the work.

A comparison was made in the study between the types of occupations and the college degrees which these persons had received. Twenty-two persons held the degrees of Bachelor of Laws, Doctor of Philosophy, Doctor of Osteopathy, Fellow in Music, and Master in Arts, Education, and Social Work. Only two of these persons were not employed in the general field for which they were trained. Eleven of the thirteen persons who had received the degrees of Bachelor of Arts, Science, and Music were working in the fields of education, music, state legislation, public relations and insurance.

One aim of the study was to discover in so far as possible how satisfying the occupations of these persons were to them. The factors constituting a satisfactory occupation are, however, highly complex and individual. For some, regular employment which provides some degree of economic security and financial support for dependents is all that is necessary; while for others, employment in the field of their choice with opportunity for creative expression is essential. It was found that thirty-six of the forty-eight employed persons were working in the general field of their choice. This statement may, nevertheless, be somewhat misleading. While some persons reported having positions in the general field of their choice, they did not have the type of position they would have liked and which might have been theirs had they been sighted. On the other hand, many

others expressed complete satisfaction with the work they were doing and did not feel that their visual handicap had hindered them in any way vocationally. Of the eleven persons who reported they were not working in the field of their choice, four had been professional workers who were unable to maintain their positions, while the remaining seven had never secured employment in the field for which they were trained.

The degree to which their occupations afforded these persons economic independence was an important consideration in the analysis of their vocational success. While a particular occupation may not have been in the field of the person's choice, the degree to which it allowed him to be self-supporting and provide for the support of his dependents may have been a compensating factor. It was found that forty-four of the forty-eight persons who were working at the time of this study were entirely independent financially, and that twenty of these persons had sufficient income to provide for the support of others. Of the four persons who reported that they were only partially self-supporting, one woman was married and her husband was contributing to her support. Thus only three persons, two teachers and an organist, were not able to earn an adequate income from their work. It is significant that all others were able to maintain an entirely independent economic status.

Ten persons between the ages of twenty and sixty were not working at the time this study was made. Of these ten, four persons were still studying in undergraduate or graduate schools, two women were married and homemakers, and one person was unemployed because of illness. It was, therefore, found that only three persons were desirous of, and unable to find, employment. They attributed inability to do so to their visual handicap.

It was concluded that, for the majority of



persons under study, their course in higher education did benefit them vocationally. The majority were employed in business or professional fields for which some course in higher education was essential; thirty-six of the forty-eight employed persons had positions in the general field of their choice, forty-four were self-supporting, half of whom were able to contribute to the support of others; and all enjoyed the work they were doing. It was true, however, that many did not have positions which are generally open to sighted persons with the same qualifications. It would appear that there is still need for individual guidance and more consideration of suitable vocations for the college-trained blind.

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### BLINDNESS

In a forthcoming publication of the Princeton University Press, leaders in work for and with the blind, many of them blind themselves, are bringing together their knowledge and experience of various phases of the subject of blindness. In this book the full force of modern social techniques, educational methods, observational psychology, and engineering science are brought to bear on a pressing human problem, and now for the first time this information will be readily available.

The book begins with a brief history of work with the blind, both in the United States and in Europe, with an overall view of welfare work for the blind. The next section considers various factors in the psychology of the blind, taking into account both the newly blinded and those blind from birth or early childhood. The education of the blind from babyhood to college years occupies the next section, and is followed by a detailed discussion of "time-tested boons to the blind," such as the Talking Book, braille, and the cane. The following two sections discuss the vocational problems of the blind, and the

special problems of the war-blinded. A large section of the book is devoted to "new technological horizons," concentrating mainly on developments under the direction of the Committee on Sensory Devices of the National Research Council during World War II. Spurred by a desire to help the war-blinded, this committee was organized to investigate the possibilities of radar and other new technological achievements for guidance and reading devices for the blind. Considerable progress was made, and many new facts about the problems of the blind were discovered, but for the most part practical use awaits further engineering development. The work described here, however, defines the problems and points the way to progress. Machines have been devised which will "read aloud" in interpretable sounds from type; flashlight-like devices have been built which will locate obstacles for the blind traveler. Continued effort on these and other devices will eventually enable the blind to live fuller and happier lives. The final section of the book surveys the ophthalmological factors of blindness, and lists the incidence of various types.

Of this book Helen Keller says: "The book is a masterly compilation of informative chapters by qualified workers for the blind on the many varied needs and difficulties of that handicapped group. Not only are their education and employment discussed, but also the problems of their psychology which differ as widely in blind individuals, child or adult, as in the seeing.

Once there was just one topic connected with the blind—how they might be sheltered as beneficiaries of charity, and in some cases trained for self-support in a few limited occupations. Now comes a book which tells dramatically how through science and invention the resources of the blind are being enlarged, and how in America they have climbed the rugged heights of equal opportunity with the seeing, and are moving towards new adventures in self-help and independence."



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## NOTES FROM THE FOUNDATION LIBRARY

*The items mentioned on this page may be borrowed without charge from the Reference Lending Library of the American Foundation for the Blind*

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"A Psychological Approach to Blindness" by Berthold Lowenfeld in the *Journal of Exceptional Children* for October, 1949, attempts to outline the descriptive framework to which research on the blind can be related. In considering blindness as a psychological phenomenon, three components must be distinguished: 1. the objective effects of blindness, 2. the subjective variables, and 3. the social factors. It is recognized that, in reality, these factors interact and fuse.

"You Open a Door" by Barbara R. Fogel, in *Mademoiselle* for December, 1949, discusses jobs and futures in teaching exceptional children. "The term special education describes a number of different fields. As a teacher of the blind, you do not usually work with crippled or mentally retarded children; nor does a teacher of the retarded usually work with the deaf or the blind. Certain educational and psychological problems are common to all, and frequently the fields overlap. But each handicap requires special methods and techniques."

"Quantitative and Qualitative Difference in Frustration between Blind and Sighted Adolescents," by Frederick M. Jervis and George M. Haslerud, is included in the *Journal of Psychology* for January, 1950. This study is aimed at demonstrating if any quantitative and qualitative differences exist between blind and sighted subjects as they respond to experimentally induced frustration. The situations in which a blind person finds himself are unique, and the blind individual's modes of adjusting are restricted. It might, therefore, be expected that blind

people emphasize different adjustment mechanisms from those used by the sighted.

"Nature by Sound and Touch" by Charlotte Hilton Green in *Nature Magazine* for November, 1949, describes the work in nature study taking place in the North Carolina State School for the Blind. Field trips, visits to museums, use of special models and maps are part of the instruction.

"Independence for the Blind" in the *Industrial Bulletin* for October, 1949, outlines the work of the Vocational Rehabilitation Service of the New York State Department of Social Welfare. Blind persons are enabled to become self-supporting, independent citizens through counseling, training and job placement. They are also helped toward emotional and physical adjustment to blindness and are provided with the necessary corrective surgery.

*The Blinded Bilateral* by Ralph J. Anslow is No. 1 in a series of pamphlets on rehabilitation, published by the Kessler Institute for Rehabilitation. The author lost his sight and both arms in a land mine explosion. This manual demonstrates through photographs and texts that an incredible number of things are possible for the blinded bilateral.

*My Land and My People* by Leo E. Mahoney is a recent publication from the Exposition Press in New York. The author of this collection of poems is a blind man.

"No Sight But They See" by W. E. Burrows in the *Virginia Journal of Education* for April, 1949, is a description of the work of the Physical Education Department in the Virginia School for the Blind.



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## NEWS AND VIEWS OF THE A.A.W.B.

*Edited by* ALFRED ALLEN, *Secretary-General*

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The following is a draft program for the twenty-fourth convention of the A.A.W.B., to be held July 10-14, 1950, at Salt Lake City, Utah

*Monday, July 10*

Opening session: 8:00 p.m.

*Tuesday, July 11*

General session

Morning:

Report on International Conference held at Oxford, England

Dr. Robert B. Irwin, Associate Director, American Foundation for Overseas Blind, New York, N. Y.

Value and Need of Cooperation in Work for the Blind, Here and Abroad

Dr. Berthold Lowenfeld, Superintendent, California School for the Blind, Berkeley, California

Need for Closer Relationship between American Association of Instructors of the Blind and American Association of Workers for the Blind

Robert H. Thompson, Superintendent, Missouri School for the Blind, St. Louis, Missouri

Afternoon:

The Need for Better Cooperation in the Rehabilitation Process

As Affecting Home Teaching

Mrs. Juliet Bindt, Home Teacher, California State Library, Berkeley, California

As Affecting Rehabilitation

J. F. Clunk, Chief, Services for the Blind, Office of Vocational Rehabilitation, Washington, D. C.

As Affecting Workshops

Miss M. Roberta Townsend, Director, Department for the Handicapped, Brooklyn Bureau of Social Service and Children's Aid Society, Brooklyn, New York

Sectional Meetings

Evening:

Group A (Workshops, etc.)

Group E (State Executives)

Group G (Superintendents and Instructors)

*Wednesday, July 12*

General session

Morning:

Public Relations—Agency Responsibility to the Blind and to the Public; Responsibility of the Blind Themselves

M. Robert Barnett, Executive Director, American Foundation for the Blind, New York, N. Y.

Discussion

The Aged Blind

(a) In the United States

Murray B. Allen, Executive Secretary, Utah Commission for the Blind, Salt Lake City, Utah

(b) In Canada

Arthur N. Magill, Supervisor of Field Services for Ontario, Canadian National Institute for the Blind, Toronto, Ontario

Afternoon:

Sightseeing tours

Evening:

Shotwell Memorial Award Banquet and Presentation



Thursday, July 13

General session

Morning:

Report of Legislative Committee

Peter J. Salmon, Chairman; Managing Director, Industrial Home for the Blind, Brooklyn, N. Y.

Question and Discussion Period

Prevention of Blindness

Speaker for the United States

Canada's Program for Those with Sufficient Sight to Place Them Just Outside Registration Qualifications

Colonel E. A. Baker, M.C., O.B.E., Managing Director, Canadian National Institute for the Blind, Toronto, Ontario

Recess to Tabernacle for Organ Recital and Tour of Tabernacle Grounds

Sectional meetings

Afternoon:

Group B (Rehabilitation)

Group D (Lay Group)

Group H (Library and Publishing)

Evening:

Group C (Home Teachers)

Group F (National Executives)

Music Committee

Friday, July 14

General session

Morning:

Report of American Foundation for the Blind

M. Robert Barnett, Executive Director

Report of Board of Directors of A.A.W.B.

Report of Necrology Committee

Report of Treasurer

Lamont Hackett, Treasurer; Supervisor, Home Service Department, Maryland Workshop for the Blind, Baltimore, Md.

Report of Board of Certification of Home Teachers

Murray B. Allen, Chairman; Executive Secretary, Utah Commission for the Blind, Salt Lake City, Utah

Report of Resolutions Committee

New Business

Invitation to Next Convention

Adjournment

## THE PIANO TECHNICIAN

(BRAILLE EDITION)

For the past eight years, *The Piano Technician*, has been published by the American Society of Piano Technicians. This national publication is devoted exclusively to the special interests of the piano servicing industry. It contains business, technical and scientific articles, a tuners' forum, letters from tuners, and other factual information.

During the past five years many blind tuner-technicians, in various parts of the country, have requested that *The Piano Technician* be printed in braille. The American Society has now approved this new project and the braille edition will soon be available to all blind tuners. This magazine will be published and distributed as soon as one hundred prepaid subscriptions have been received.

The braille edition will be a sixty-page magazine, eleven by thirteen inches in size, and will be printed in Standard English Braille, grade two. It will contain excerpts from the inkprint *Technician* and articles of special interest to blind tuners, and two pages of names and addresses of tuners' supply houses and piano advertisers.

The braille edition will be published six times a year, during the months of January, March, May, July, September and November.

The subscription price will be \$3.60 a year, payable in advance. All checks and money orders should be made payable to the American Society of Piano Technicians and mailed to the Braille Editor, Edward H. Menke, 5657 West Washington Boulevard, Chicago 44, Illinois.

As no subscription blanks are available, simply send your name, address, city, zone and state in braille with your check.



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## THE SUGGESTION BOX

*By the Special Services Department*

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**CALYX-EYE NEEDLES.** Heretofore, it has been necessary to restrict the number of split-eye, self-threading needles which could be sold to any one individual or agency. The shipment announced for September has, however, been received (and only half sold out when this was written); and, through the courtesy and good graces of Messina and Company, a shipment has been received of "Magnolia" self-threading needles, a German needle which, according to some users, is even superior to the English needles so far available. The English needles are packed three to the paper, in sizes 4-7, and the Magnolia needles are packed six to the paper, in sizes 7-9. In other words, those wishing the finer needles should order the Magnolia needles.

The price of the English needles is two packs, or six needles, for 10¢, and the price of the German needles, one pack, or six needles, for 10¢. Orders should be accompanied by self-addressed stamped envelopes. In view of the quantities on hand, the restrictions as to quantities which may be ordered will be lifted until there appears to be danger of a shortage. From present indications, the bottleneck may already be broken, although England was able to furnish fewer this year than last, and the German needles are not being offered in the open market but are being reserved for sale to the blind through this department.

**GRAB-ALL TOOL.** A handy pick-up tool which is of particular interest as a screw placing device, and for inserting things into hard-to-reach spaces, this flexible-shaft tool closely resembles the rigid-body screw sets sold by piano supply houses. At present, the size which is being stocked has a 6½ inch flexible

shaft, measuring about a quarter inch in diameter. At the top is a ¾ inch button which, in operation, sits over the index and middle fingers. Extending above this button is a spring-loaded plunger with another ¾ inch button at the top. When this button is depressed by the thumb, four wire grips are pushed from the bottom of the flexible shafting, attaining a spread of a half inch. The ends of these wires are bent inward to insure proper gripping. While this tool is not designed for inserting screws where any torque is required, it has fairly good gripping power, and a screw could be well started where it is not required to force a new opening into wood. The price is 40¢.

**BRAD PUSHERS.** The manufacture of the Brad Master Brad Pusher which this department has been handling has been, temporarily at least, discontinued. However, a similar tool has been located in a Sears Roebuck catalogue under Catalogue Number 9 K 3563 at a price of 89¢ plus postage on 10 ounces. They may therefore be ordered from the nearest Sears Roebuck catalogue depot. If purchased at regular Sears Roebuck retail stores, the price is much higher.

**TWENTY-DIAMETER MAGNIFIERS.** Bausch & Lomb have two pocket magnifiers which some people, who are not helped by the 10X magnifier listed in the catalogue of this department, find useful. These are known as the 20X Hastings Magnifier, and the 20X Coddington Magnifier. Their use, at best, is limited, for they must be held about a quarter inch from the text, and show only about two typewritten characters at a time. Most people who have tried them have not been able to benefit from them, but since some have



been overjoyed with the results they have had, and since the magnifiers can be examined at any really well-stocked dealer's, it seemed well to call attention to them. They sell ordinarily for about \$12.00, and since there is too much chance that they might not be usable by people who order them, it has not yet seemed wise for this department to stock them. They are not too readily available, so it may be necessary to try several shops in order to locate either model.

**LIQUID MEASURES.** Mr. E. L. Williams, of the Williams Manufacturing Co., 3819 Wisconsin Avenue, St. Louis 18, Missouri, writes that he wishes to dispose of his remaining stock of liquid measures. He is therefore offering a pair—comprising a half-teaspoon measure and a one-teaspoon measure—at a price for the two of \$1.00, postpaid. Orders and payments should be forwarded directly to Mr. Williams in St. Louis.

He is now making an electric steam iron, on which he offers a discount to blind people. Those who are interested may write him for details.

**JOBS AND PROFESSIONS.** Recently a greenhouse operator was requested to write a letter about his experiences, and an excellent, down-to-earth account is now on file. There should be such letters from blind people in all the less well-known jobs and professions, and there should be a list of people who are willing to have others, interested in the same fields, referred directly to them. It is little short of tragic to find so many people resigned to quitting work in which they have developed good judgment, just because they have lost their sight, when other people have succeeded in staying in the same identical work. If a little counsel on how problems have been solved could be had at the beginning, newly-blinded people would often not have to go through the long periods of readjustment, but could begin at once studying how their methods would have to be modified in order to enable them to stay as closely

as possible to the work they know the best. **BRILLE CHESS MAGAZINE.** Subscriptions for the *Braille Chess Magazine*, edited by R. W. Bonham and published quarterly by the National Institute for the Blind in England, may now be placed with the Howe Memorial Press of Perkins Institution, Watertown 72, Massachusetts at the rate of \$1.00 per year or 25¢ per copy. Features include chess news, annotated games, international tournament games, instructions, quizzes and problems. It is said to compare favorably with inkprint chess magazines here and abroad.

**MURRAH GIFT FUND.** Mr. Hubert E. Smith, of the Walter G. Holmes Foundation of Georgia, in sending the check for the Murrah Gift Fund for 1950, proposed that offers of gifts might be made quarterly in order that fewer people need be disappointed after each offer. So many requests were received for canes that that offer will be repeated for the first quarter of the new year. The offer covers *either* the Collapsible Lock-open Cane, or the non-telescoping Dural Cane. If the latter is requested, the desired length should be specified. Applications should be made immediately, since the gifts can be sent only to the extent that the bond funds allow. Applicants should also explain the reasons for their need to receive a gift of a cane.

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### WANTED

Director of Social Services—for large, well-established, progressive agency for the blind, with professionally staffed multiple service program and workshops. Qualifications include degree from accredited school of social work and minimum of six years' successful experience in social agency of recognized standard, including minimum of three years' successful supervisory practice. Good salary. Applicants whose experience includes work with the blind will be given preference. Address Walter R. Sherman, Pennsylvania Association for the Blind, 308 S. Craig St., Pittsburgh, Pa.



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## BULLETIN BOARD

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*National Society for the Prevention of Blindness*—A \$500,000 budget for an intensified campaign against preventable blindness was adopted as the 1950 objective of the Society at its annual meeting on December 15. Plans call for a stepped-up program on two major fronts: preventive education and service, and research. It was also voted to increase the lay membership of the Board of Directors and to increase the number of non-medical persons serving on committees. This action is in line with the growing feeling that blindness prevention is the concern of every man and woman. In carrying out the expanded program, the Society will continue to work in cooperation with some sixty state and local prevention of blindness agencies, and with professional groups in the fields of public education, public health, social work and medicine. At present more than 150 professional men and women are identified with the Society as consultants and committee members.

The Society has announced the appointment of Robert S. Krueger as director of industrial service. Since 1945 Mr. Krueger has been connected with the American Optical Company, working on industrial vision control programs. Prior to that, as head of the safety department for Pratt and Whitney Aircraft Corporation, he established in 1943 a safety program for the company's seven plants, covering a total of more than 30,000 employees. He has also been connected with the Continental Casualty Assurance Company and with Employers Mutual of Wisconsin. He is a graduate of the University of Illinois, College of Engineering.

*The Connecticut State Board of Education of the Blind*—The board has case records of ninety-eight blind children not more than six years of age, sixty-eight of whom are blind from retrolental fibroplasia. Eleven of these children have been entered in the Connecticut School for the Blind. It is interesting to note that there are four sets of twins in this group of children: one pair of twins has no sight; in another pair, one is blind and one has normal

vision; while in the other two pairs of twins one child has no sight and one partial sight.

A graduate nurse in the employ of the board is devoting most of her time to work with the blind preschool children. Recently a meeting of the parents of these children was held at the home of this board employee, which was attended by sixteen mothers and thirteen fathers. Dr. S. Noel Preston of the staff of the New Haven Hospital and the superintendent of the Connecticut School for the Blind were also present. Two of the mothers discussed the use of toys by the blind preschool child, and there was an exhibit of approved toys for such use. A third open-house meeting of parents is being planned for early spring at the Connecticut School for the Blind. At a recent gathering of this type there was an illustrated talk by the late Dr. Katherine Amatruda of the Child Development Clinic at Yale University, and also a talk by a Hartford eye specialist. The parents of the children welcome the opportunities for discussion and presentation of ideas by experienced persons and have expressed appreciation of the favoring conditions which are being made available to them.

*Chester County Branch, Pennsylvania Association for the Blind*—During its first year of operation, more than two hundred chairs have been caned, two hundred lessons have been given in braille, Moon type reading, and handicrafts; sixty-eight eye examinations have been made, thirty-eight eye treatments given and twenty-nine pairs of glasses furnished. A total of seven hundred three home visits have been made, requiring traveling over fifty-three hundred miles. Forty-five public addresses have been given. These accomplishments are the more remarkable because the executive director, Reginald Henry, was the only worker last year. A year ago there were 163 known blind persons in the county, now 312 are known and Mr. Henry is serving 153 of these. A home teacher is now being employed in order that such services may be intensified and extended.



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# OUTLOOK *for the* BLIND

## *and* THE TEACHERS FORUM

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### NEW HOPE FOR THE SIGHTLESS

HELEN KELLER, L.H.D., LL.D.

THROUGH THE AGES blindness, deafness, and mental disturbances were looked upon as visitations of God's wrath to be accepted meekly and with fortitude. This old misinterpretation of Heaven's decree still lingers in large sections of the world even where enlightenment is militant against ignorance.

However, man is gradually learning that handicaps are not punishments, and that such discontent as the first visions of light stir in his soul is a divine discontent. The ancient idea—to subsist—has been replaced by a better one—to alleviate and cure. This in turn has given way to an even better one; to prevent and root out the suffering which robs men of sight, hearing, health, life, and spiritual vigor.

Progressive physicians and surgeons, research workers, and champions of the afflicted are everywhere joining hands in this true crusade of God, and the nations of the earth

are engaged in mighty tasks of prevention. We know now that hospitals and homes for defectives are not a permanent necessity; they are, rather, camp sites on the trail to a civilization where disease and darkness shall vanish.

There are fourteen million totally or partially blind people on the globe, thousands of whom were blinded in World War II. The great majority live in the far Orient and the Near East. To present to you seeing readers the truth about the blind is to describe a state of cruel deprivation and at the same time tell a story of remarkable achievement. To realize what these people need, you must imagine what it would be like not to see—and you can imagine it more vividly if you will remember that before your life's end you may have to go the dark way yourself.

Blindness is to live long, long days—and life is made up of days. It is to live immured, baffled, all God's world shut out. It is to sit helpless, staring into the dark with nothing



but the dark staring back, while one's spirit tugs at its fetters, and one's hand aches for the tools it used to wield. Perhaps you have seen just such a blind person on the street with faltering feet, offering petty wares for sale or holding out a cup for your pennies—and this was a man with ambitions and capabilities.

It is because it is known how these ambitions and capabilities can be fulfilled that the American Foundation for Overseas Blind is laboring hard to help the blind of Europe in their heroic fight for rehabilitation. The Foundation arranged a number of months ago for Miss Thomson and me to visit the blind of Europe.

It was a most sorrowful trip for me. The tour extended through Britain, France, Italy and Greece, and I felt the uniqueness of their tragedy. During the war large numbers of them had lost their homes and families, some had been driven out of their countries, and the peculiarly distressing aspect of their calamity was that it deprived them of all means to rebuild their lives. Only about 150 years ago the blind of Europe were rescued from despair, and tenaciously they clung to advantages few but precious on that steep height of restoration—advantages of devoted teachers, schools that sheltered them, and braille books slowly accumulated out of scanty funds.

Then came the lacerating suddenness with which the late war tore from those of the present generation their chances of peaceful education and creative service to society. Their hard-won schools, libraries, workshops, and the special tools of their labor were destroyed or looted by the Nazis. The agencies that used to obtain employment for the adult blind ceased to function, and the handicapped who had embraced labor as their chief strength were marooned amid appalling difficulties in their earnest efforts to regain self-help and an honorable status in service to society. The hardships endured by all classes

of the European blind were ultimate. Their complicated insecurity was enough to break their morale, but it did not, and their splendid perseverance towards self-reliance is a challenge. Slowly their damaged school buildings are being repaired and new ones built, but there are still vital aids to be contributed—braille printing presses, braille writers and braille slates for the children, typewriters, educational apparatus, mechanical equipment, and oh, so much more!

In a sense, the blind, whether war casualties or victims of disease, stand now at the crossroads. One path goes down to despair and dependence, the other leads outward and upward to self-confidence, usefulness, and the will to live. At this crossroad, where a multitude may be saved or lost, society must again answer in the affirmative as it has done in the past the question, "Am I my brother's keeper?" It is more than ever necessary for society to assume responsibility for the handicapped and to bridge as far as possible the chasm between them and normal humanity.

This conviction was strong within me during my tour of Europe. For two months we travelled from one establishment for the handicapped to another trying to ascertain the conditions under which they were existing. I talked with soldiers and sailors blinded or deafened or maimed, with women who lost their sight on air duty, with children the light of whose eyes had been struck out by air bombs.

I held to my heart mutilated little ones who had lost both sight and limb playing with hand grenades left around by enemy invaders; I touched their upturned faces while their injured arms tried to return my embraces, and to my grief was added the dismay of learning that there was no money to buy the special apparatus for their instruction.

At the Institute for the War-Blinded in Rome I saw how industriously and expertly



the men worked at rug weaving and knitting machines, but they lacked equipment of many kinds, and I realized that if it was not secured for them promptly, they could not produce sufficient goods to earn their living. In Naples the Instituto Principe for the Blind and its workshops had been almost entirely demolished and the machinery stolen by the Nazis. The same bitter tale of need was conveyed to me from many other schools which the brevity of my journey did not permit me to visit.

As I have said, the blind of Europe were passing through a serious intellectual crisis. The only self-supporting braille press in the world, which was in Czechoslovakia, was about to close because its machinery was worn out. Braille printing presses in Poland, Belgium, France, and elsewhere had been wrecked during the war. Braille slates were melted down for munitions and braille literature was burned as fuel. Braille is the life-blood of all education for the blind, and presses are the only medium through which they can obtain enough braille magazines, textbooks and literary works to hold their own with their seeing fellowmen. The splendid, up-to-date braille periodical *Et la lumiere fut*—"And there was light"—was revived in Paris three years ago, and in a short time it gained 1,450 subscribers. There is still a heartbreaking demand for similar publications in many other parts of Europe.

So far I have spoken of the blind who confront their handicap valiantly with a braille slate or an industry or a mental gift as a weapon. They are more fortunate than those who suffer not so much from lack of sight as from a wrong attitude of the public.

Often I have thought of a group of blinded veterans whom I visited in Greece. They were herded together in a disgracefully shabby building, but that was the least of their miseries. More harmful was the circumstance that they were idle. They had been promised free plots of farm land where

they would be able to settle for the rest of their lives. So they were waiting for lands that never materialized, and their wish to do something for themselves was being dulled. Meanwhile, they were refusing to learn braille, trades or handicrafts. The sad truth was, they were being coddled in idleness.

The friend who accompanied us begged me to speak to the veterans, and I said, "The only cure for the sorrows and constraints of blindness is work, useful work. The question is to win back your courage. Failure is bewildering and confusing. You must regain confidence in yourselves by succeeding in something, however small. Promise me, soldiers of liberation, to cut short discouragement and master braille, and some kind of work. If you do, you will be happier." To my surprise, they responded cordially, and I was gratified that they had heard my battle cry. For braille is one key to the dungeon of darkness, and work is the door that sets the captive free. There are no hopeless blind among those who know braille and have some kind of work to do. But in Greece, as in so many other lands, the blind were "to be cared for."

The problem of salvaging the lives of young men of various capacities, skills in mechanics, professions, differing widely in education and social standing, plunged suddenly into endless night, is in many ways unlike that of the civilian blind. Soldiers and sailors blinded in battle do not as a rule dream that they can learn to see with their hands, and it requires the utmost tact, perseverance and ingenuity to arouse in them the ambition to use the powers they have left for accomplishment. The abruptness of their misfortune creates circumstances different from those of the healthy blind child or the civilian adult, who loses his sight gradually and, if mentally alert, is quick to perceive that he still has a precious thread of physical sensation to guide him through his strange maze of experiences. That is why ex-service-



men without sight need well-trained instructors, special personnel, and particular methods to tide them over the bodily and moral crisis of blindness.

The day I called on the late King George, I told him I had come on behalf of the 16,000 blind of Greece, and pleaded with him to bestow upon them a lighthouse which would look after all their interests equally. He said he was greatly interested in their education, training and usefulness. "Interest is not enough," I replied. "If Your Majesty will lift up your voice for their right as human beings to employment, and ask those who have authority and means to place them in positions as honorable contributors to the State, it will be numbered among your most noble acts."

Some time after Miss Thomson and I had departed from Greece, I received word from the agency in whose care the blinded veterans had been placed, that quarters had been secured for the men, that they were being instructed, and that their reaction was satisfying. Furthermore, a new school for blind children was to be opened in Salonika. I was thrilled by the words "instruction" and "school", for I know they would foster in the pupils self-respect and ultimately independence of mind and spirit.

All wide-awake workers for the handicapped have for the past thirty years taught this philosophy: "education—no relief; books—not the dole." If the blind are given just enough food, clothing, and shelter—and there are proud spirits among them as well as among the seeing—they feel the sting of charity; but if they are offered education and inspired with faith, they grasp it eagerly and thankfully. This is equally true of the deaf or the mutilated. I was sad, yet filled with tender admiration, when I went to a school for the deaf near Athens. The pupils had cheerfully renounced a pleasant building so that it might be used as a hospital for the wounded, and were living in a house so

small that they had to move their beds out of the rooms every day and leave space for classes.

And there is also a touching incident relating to the gallantry of the blind workers at the National Institute for the Blind during bomb raids. It was noticed how nervous one or two of them were, and bells were placed all over the Institute worked by electricity to give warning of an approaching air raid. The blind themselves stuffed the bells with paper and went on with their work undisturbed.

How easy it is for those with sound bodies to exaggerate the value of physical advantages and neglect the far greater importance of intellectual and moral growth! When one shapes a life in the dark, one has the rich experience of knowing that the inner world is more real than the outer, and that the universe enters the mind through the breadth and depth of education.

This reminds me delightfully of a young blind man with whom I conversed while in London. John Jarvis is a graduate of Oxford and a messenger of goodwill to the blind all over the world with twenty languages mastered, including Russian and Chinese. This enables him to read advanced magazines in French, Dutch and Spanish and to be conversant with the affairs of the blind everywhere. It was John Jarvis who had arranged the year before to have undernourished children without sight brought over from France and fed and taught at schools for the blind for several months in a bright environment. This shows how a physically dark life can yet radiate inward light far and near.

With very much pleasure I noticed how interested the blind ex-servicemen were at St. Dunstan's, whistling wherever they were employed—in the machine shop, at radio repairs, plastics, weaving, carpentry and massage. With the light of knowledge and manly purpose they were working as efficient beings for themselves and others.

I should like to say a word about the



marvelous spirit of the handicapped in Japan for whom I worked last autumn. Miss Thomson and I went to Nippon on the invitation of General MacArthur, and my friend Takeo Iwahashi, who is at the head of the movement for the blind there, asked me to raise fifty million yen for the rehabilitation of both the blind and the deaf. Because of his extraordinary ability and energy as a leader and the staunch championship of the "Mainichi" press and the helpful goodwill of the American military staff, the campaign was amazingly successful.

The handicapped—and the normal Japanese, too—welcomed me with a lovable gratitude that left me very humble. After their fearful defeat in the war I not unnaturally thought that, despite their deep-grained courtesy, their manner toward me would be very reserved and alien, but no! Wherever I went they showered affection upon me, and the blind and the deaf crowded around to express their appreciation of my efforts on their behalf. The ravages of their special schools and other establishments had been greater than in Europe, and their plight was pitiable beyond description. Yet the first rays of comfort coming with peace awoke in them an enthusiasm for education and a chance to earn their living that touched me to the depths. Ruined, like Hiroshima and Nagasaki, which I visited, they nevertheless asserted their will to start life over again. The people of Nippon, possessing all their senses, were facing hardships such as they had not known before, yet as I appealed to them in city after city they contrived to scrape together means of assisting their blind and their deaf to regain the goodness of life.

The largest international postwar assembly of workers for the blind, in which nineteen countries participated, met last August at Merton College, Oxford, England. The conference was arranged by the National Institute, London, and the American Foundation for Overseas Blind. The majority of the del-

egates were blind. Their objectives were three-fold: to ascertain the present condition of blind adults in Europe, to define a minimum welfare standard for them, and to consider the adoption of ways to apply that standard in the countries represented. They dealt with many aspects of their work, including rehabilitation, training, employment, economic provision, and legislation.

When we who are denied the blessings of sight count up such miracles as transform our lives here and there, we cannot doubt that someday the friends of the blind throughout the globe will weld their efforts together and make all dark places beautiful with deeds of organized friendship.

### TEACHING POSITIONS

(New York City)

Supervisor of Education of the Visually Handicapped. Salary \$6000. Age 25-40. Experience: five years of teaching sight conservation classes or classes for the blind or both in day schools.

Teacher of Classes for the Blind in Day High Schools. Maximum salary \$5125. Age: 21-40. Experience: one year of teaching a class for the blind, or three years of teaching in grades above 6B.

Teacher of Sight Conservation Classes in Day Elementary Schools. Maximum salary \$5125. Age: 21-40. Experience: one year of teaching a sight conservation class, or three years of full-time teaching in elementary or junior high school.

Final date for filing application: March 17 for second and third positions, April 3 for first. Date of written test: week of April 10 for second and third positions, week of May 8 for first.

For information and application forms, write and send a large, stamped, self-addressed envelope to Samuel Streicher, Chairman, Committee on Licenses to Teach Physically Handicapped Children, The Board of Examiners, 110 Livingston Street, Brooklyn 2, N. Y.



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# WHAT MENTAL TESTS SHALL WE USE?

## II. DEVICES FOR THE MEASUREMENT OF PERSONALITY

SAMUEL P. HAYES, PH.D.

"PERSONALITY IS WIDELY BELIEVED to be an important factor in vocational success," writes Warren (p. 1044) in the *Encyclopedia of Vocational Guidance* (1). "In the popular meaning of the term, i. e., 'influencing people', it has often been considered of greater importance than any other factor. While the vocational counselor does not accept this point of view so wholeheartedly, it is common practice to include one or more 'personality tests' in the guidance battery. Such tests are intended to supplement those of intelligence, special aptitudes, interest, etc., in order to give a more complete picture of the vocational potentialities of the individual. The attempt to obtain an appraisal of personality is justified by evidence from studies of occupations and of school work. Successful accomplishment is determined, in part, by the personal characteristics of the individual, by his ability to adjust to the job or school situation, and by his ability to maintain the social relations required of him."

"Personality has been defined in a variety of ways," continues Warren. "Some definitions emphasize the general characterization of the individual, his total behavior pattern; 'personality-as-a-whole' is held to be unanalysable. Other definitions stress the reactions aroused in others by the behavior of the individual; his 'social stimulus value'. Still others define personality as a pattern of traits or modes of behavior; while relationships may exist among the various components, they may be separated for analysis and measurement. This last point of view is

the one most commonly accepted by the vocational counselor. His approach is, of necessity, analytical. He is less concerned with the integration, or total pattern, of the individual than with the nature and extent of specific characteristics. For the counselor's purpose, personality may be defined as the pattern of traits of the individual which determine his adjustments to his environment."

The extent of the field is indicated by the listing by two psychologists of 17,953 trait names which have dictionary definitions; and the interest and ingenuity of students in this field by the production of over 500 tests to measure these traits, many of them of limited use and many not widely known. We shall select for our study the ones most highly recommended by the critics quoted in Buros (2). An appreciation of the problems involved may be obtained from the following quotations from Bingham (3, page 174) in his section on aptitude for the professions. "There is no one type of personality essential to success in the *engineering* profession. Granted that a somewhat larger proportion of engineers than of salesmen and business executives are lone workers, meditative, retiring, thoughtful, subjective, introvert, solitary, scholarly, individualistic, preferring to work with mechanisms or with books and numerical symbols rather than to supervise people or to sell commodities to them, it does not necessarily follow that a person who does *not* exhibit these introvertive traits would do well to avoid the study of engineering. Many engineers are called upon to manage manu-



facturing or construction enterprises, to supervise groups of technicians, to sell complicated engineering products. Indeed, the most remunerative posts with the heaviest responsibilities generally go to engineers who are not only technically proficient, but who are also facile in human contacts, keen in the appreciation of people's motives, good persuaders, socially-minded—natural leaders of men." Of *lawyers* he writes (page 182) that while we have had little success in measuring the prospective attorney's "backbone," his courage, determination and sense of responsibility both to his client and to the ethical standards of his profession, and "bar associations bitterly complain that the state examinations too frequently grant professional status to clever but unprincipled or otherwise objectionable persons who soon become shysters, preying on the public and bringing disrepute to their profession," there are a few personality tests which have been proved of some use in individual counseling. "It is well known that lawyers, more frequently than physicians, engineers and scientists, tend to be socially inclined. Retiring personalities are not the rule of this profession. No wonder, then, that on tests of extraversion-introversion, ascendancy-submission, and objectivity-subjectivity, the scores of lawyers and law students are on the average significantly different from the general population tendency, leaning toward the extraverted, ascendant, objective side of the personality scales."

#### 1. *Personality questionnaires*

A personality questionnaire is ordinarily given as a pencil and paper test which the subject marks to indicate his attitudes, interests, emotional behavior, adjustments, likes and dislikes. This method of testing stems from Woodworth's Personal Data Sheet, constructed for the purpose of aiding in the selection of emotionally stable recruits in the first World War. Just as the medical examiner asks his patient about his *physical* symptoms,

so the psychologist and psychiatrist seek aid in diagnosis through a review of *mental* symptoms. The questions used by Woodworth were developed from a list of 200 neurotic symptoms found in case histories of psychiatric patients, and range from those of a fairly factual nature such as "Have you ever had fits of dizziness?", "Do you usually sleep well?", "Do things ever seem to swim or get misty before your eyes?", to vague personal questions such as "Did you have a happy childhood?", "Do you worry too much about little things?", "Do you like outdoor life?"

Through the years great inventiveness has been shown in the addition of new items to cover more phases of life and to reduce the preponderance of emphasis upon abnormality. "What the numerous questionnaires purport to measure," writes Maller (4, page 186), "can be seen from the names of tests and subtests. These include: mental health, personal adjustment, home adjustment, health adjustment, social adjustment, emotional adjustment, self-control, social initiative, self-sufficiency, self-determination, self-esteem, ascendancy-submission, dominance-submission, cheerfulness-depression, introversion-extraversion, social introversion, depression-elation, cycloid tendency, neurotic tendency, mental instability, withdrawal attitude, personal inferiority, social inferiority, emotional maturity, happiness, anxiety, fears, frustrations, and many others."

Unfortunately the enthusiasm for creation has not been sufficiently tempered with scientific caution, and the criterion for the general acceptance of these tests—their *validity*, or the assurance that they will give a true measure of the traits they are supposed to test—has been very inadequately met. A recent poll of leading psychologists showed that the majority hold personality questionnaires in low repute, and Ellis (5, page 426), after a review of 360 articles concludes that "group-administered paper and pencil personality



questionnaires are of *dubious* value in distinguishing between *groups* of adjusted and maladjusted individuals, and that they are of *much less* value in the diagnosis of *individual* adjustment or personality traits", listing twenty-six objections to their use and only eleven points in their favor.

We must then consider the question of the use of personality questionnaires with the blind in a critical frame of mind, realizing that with this group we certainly cannot expect the tests to be *more* efficient than they are with the seeing. Fortunately, few personality tests share the defect we noted in vocational interest inventories—the overloading with items unsuitable for the blind. Our method will be to discuss a few tests in some detail, citing their strengths and weaknesses. Then we will list tests not too severely criticized by the experts quoted by Buros, make suggestions of the changes in method needed for their use with the blind, cite published articles reporting upon results obtained with blind subjects, and give the names of publishers of the tests.

a. Personality questionnaires for children from the lower grades upward

*The California Test of Personality* is offered in five forms—primary, elementary, intermediate, secondary and adult. "The main purpose of the test," writes Thorpe, one of the authors (1, page 1044), "is to reveal the extent to which the individual is adjusting to the problems and conditions which confront him and is developing a normal and socially effective personality. The test is divided into two sections. The purpose of Section 1, self-adjustment, is to indicate how the individual feels about himself, his self-reliance, his estimate of his own personal worth, his sense of personal freedom, and his feeling of belonging. In this section the individual also reveals certain withdrawing and nervous tendencies which he may possess. Section 2 consists of social adjustment components. Its purpose is to show how the person functions

as a social being, his knowledge of social standards, his social skills, his freedom from anti-social tendencies, and his family, school or vocational, and community relationships. An evaluation of these components discloses whether or not the individual's basic needs are satisfied in an atmosphere of security and whether he is developing a balanced sense of self-realization and social acceptance."

The criticisms of the test printed in Buros (2) are both positive and negative. Will the test items be understood in the same way by all? Will the subjects answer frankly and honestly, or try to meet conventional standards of behavior? Are the elaborate directions for treatment of deficiencies presented in the manual of interpretation, sound psychotherapy? What is the statistical validity of the test, i.e., what proof have we that the test measures the traits listed? "On the whole," writes Shaffer (2, page 36), "the faults of the California Test of Personality are those of personality questionnaires in general. Such devices vainly seek the pot of gold at the end of the rainbow; a simple, cheap, foolproof method for studying personality."

This test can be easily adapted for use with the blind, and was so used by Somers (6). Instead of passing out booklets in which the pupils might mark the Yes-No answers, she gave the test orally, reading the questions and having the pupils write S for Yes and O for No, on their braille slates. Since the letters S and O each consist of three braille dots, no pupil could tell from the sounds made in writing on the braille slates, what answers his fellows were recording. On the whole Somers did not find the test satisfactory, for various reasons which she explains at length, concluding (page 22) that "the personal and social adjustment of the blind or of any other group with a major handicap cannot be adequately measured by or compared with the adjustment of the so-called normal by the use of personality tests that have been standardized with so-called normal persons, and



that an individual's adjustment to his affliction can be viewed and evaluated only in relation to his total growth pattern and his total social environment," which she studied by means of questionnaires of her own construction, which were answered in considerable detail by the pupils and their parents, and through case studies developed by visits to the homes of many of her subjects.

*Mental Health Analysis*, by the same authors, is offered in four forms from elementary through adult. It is somewhat more favorably viewed by the critics quoted by Buross (2). Its purpose is stated by Thorpe (7) as follows: "to assist teachers, parents and advisors in obtaining a better understanding of the subtle forces which condition and determine mental health. . . . It provides a method of detecting and working for the elimination of causes which have been found to operate in producing various evidences of maladjustment." Section 1 is designed to ascertain the presence of five mental health disabilities; Section 2, of five vital mental health assets. Each form consists of 200 Yes-No items. It could easily be given to groups of blind children by the oral method described above; and the Secondary Series, Form A, for grades 9-16 (the only one in the hands of the writer) would not have to be subjected to much "editing." In the total of 200 items, there are a very few which seem unsuitable for the blind, such as: "Do you have pleasant times collecting stamps, coins, or other objects?", "Are you often bothered with eye-strain?", "Do you find that you must squint with your eyes a good deal?", "Do you often feel discouraged because you can't see well enough to read and do other things well?" And there are a half dozen items dealing with sensitiveness about personal appearance, which might well have different values for subjects without vision, such as: "Have you often felt bad because you have too many freckles?", "Because you have an unsightly nose?", "Because of pimples or blemishes?",

"Because of uneven unattractive teeth?" But since in most groups tested in a school for the blind, there would be a considerable number with some vision, for whom none of these items would be unsuitable, all the items of this test might properly be given, perhaps with the explanation at the beginning that since the test was made for seeing people, the pupils in the group should answer unsuitable questions as they think they would if they could see a little. The small number of items involved should not appreciably affect the results.

*Aspects of Personality*, offered for use in grades 4-9 inclusive, is quite favorably reviewed by the experts in Buross (2). It consists of three parts, each containing thirty-five items, planned to measure ascendance-submission, introversion-extraversion and emotional stability. "The test has been carefully checked for validity and reliability," writes Loftus, one of the authors (1, page 992). "The diction and sentence structure have been adapted to the needs of fourth year children." (Many of the items were worded by the children themselves in the preliminary trials.) "A very low score in ascendance-submission," continues Loftus, "indicates a submissive, retiring type of child who is not likely to succeed as a leader but is probably a docile follower. His attitude may be due to repression at home or to undesirable feelings of real or imaginary inferiority. In general, such a child needs opportunities for success. Children with low percentile scores in introversion-extraversion presumably are too much turned in on themselves; withdrawn too much from the world; and tend too much to worry or day-dream. They dodge the responsibilities of the real world. They miss many of the normal satisfactions of life. Section III provides useful clues to the emotional problems of children." Loftus then lists six functions of the test in vocational education.

The test can be easily given to groups of blind children by the oral method, the



teacher reading the items and the children recording their responses on a braille slate or on dot sheets. Seeing subjects are asked to mark their test sheets by checking S for same, if they agree with a statement or "feel the same way," or a D for different, if they disagree or "feel different." If blind children write on braille slates, the same letters may be used, as both are formed with three dots. Some of the items have a different connotation for a blind pupil, though none need be omitted as unfair to the blind. "I try to be the first to get on a streetcar," "I like my school because it is clean," "I never tear pages from my school or library books," and a few other items, might be questioned, but again we must remember that we practically never have a grade full of completely sightless pupils, and the blind like to be treated as much as possible like seeing children.

b. Personality questionnaires for children from twelve years old upward

*Mooney's Problem Check List* is offered in three forms, appropriate for junior high, high school and college. It consists of 330 items, such as: being overweight, having too little money for clothes, being awkward in meeting people, losing friends, losing my temper, being in love, parents' drinking, losing faith in religion, being slow in reading, not being interested in any vocation, having unfair tests, etc. The form is similar to that of interest inventories except that the items are problems rather than interests. The student goes through the list, underlines the problems which are of concern to him, circles the ones that are of most concern, and writes a summary in his own words. The function of the list is to help students in the expression of their personal problems.

This test is very favorably reviewed by the critics in Buros (2, page 119); Lenz, writing: "It seems to constitute a unique contribution to our counseling aids and techniques. It is an instrument for an area of research which must not be overlooked." The test does not

lend itself very well to the oral method of testing the blind, as the subject should be free to work forward and back over the list, and mark the items in two ways. But printed in braille, it might be used with all children having a fair proficiency in reading, allowing them up to two hours to compensate for the handicap of slow braille reading. The pupils could be instructed to *underline* the *first two words* of the problems that concern them, and draw *vertical* lines through the first two words of the problems that concern them most. The answers to the general questions and the summary should then be written in braille or on a typewriter.

*The Loofbourow and Keys Personal Index* is published in one form, adapted for testing pupils in the 7th-10th grades. The test consists of three subtests: false vocabulary—a list of 100 words, some of which are imaginary, in which the subject is asked to mark the words he knows; social attitudes—seventeen situations, each provided with four alternatives, three of which are socially undesirable; an adjustment questionnaire of the Yes-No type, with eighty-nine questions. "The Personal Index," write the authors in their manual (8), "is an instrument for the detection of attitudes indicative of problem behavior. It is intended primarily for use in group surveys to identify those individuals whose personal and social adjustment is such that they are, or are in danger of becoming, serious disciplinary problems. . . . When used under reasonably normal conditions, the Personal Index has proved remarkably effective in eliciting frank responses from boys, even within a reformatory institution. The value of the findings, however, might easily be lessened or destroyed if the test were given in a way to arouse self-consciousness, suspicion or open resentment. For best results, it should always be administered to *groups*, and in such a manner that the subjects do not feel themselves singled out for the purpose." The critics in Buros are generally favorable to the test,



and Morgan (9) who used the test in the California School for the Blind speaks highly in its favor. After testing all the children twelve years of age or older, in the school between 1939 and 1943, and making a careful statistical study of the results, checked by the school behavior of the children, he reports, (a) "that all fifteen of the boys and girls who had been dropped from the rolls of the school because of disciplinary problems (during the four year period) had scored thirty-five or higher, a score which the authors of the test stated might deserve attention," and (b) "that when the behavior records of the forty-six boys and girls who had scored above forty-five (a very high score for maladjustment) were examined, it was found that two thirds of the group were more or less serious problem children in the dormitories or in the school. On the other hand, only four of the twenty-seven pupils who had scored below thirty points were considered problem children."

This test may be administered orally to groups of blind children without special difficulty. In the vocabulary test, each word should be read twice, and spelled if the pupils request it; the pupils may indicate whether they know a word or not by writing on their braille slates the letter S, for "yes, I know it" and O, for "no, I do not know it," both these letters being made with three dots and therefore being indistinguishable by sound. Or dot sheets may be used, with instructions to mark the first dot for "know" and the second for "don't know." In the second test, the key word and the four alternatives should be read twice, and the pupils instructed to think of the answers in terms of the four letters C, D, E and F, writing C if they choose the first alternative, D for the second, etc. As the letters C and E are formed by two dots, and the letters D and F by three dots, there is little chance that the pupils would fear that their neighbors could guess their answers by the sounds made in

writing the braille. In the third test, which consists of Yes-No questions, the letters S and O should be used again.

Two other tests, intended for use with subjects from twelve years old up to adulthood receive favorable mention in Buros: *The Cowan Adolescent Adjustment Analyzer*, an instrument of clinical psychology, of which Abelson, in Buros (2, page 66), writes that it "may be the best available inventory for the adolescent range"; and *The Washburne Social Adjustment Inventory* (Thaspic Edition), which yields scores on truthfulness, happiness, alienation, sympathy, purpose, impulse-judgment, control, and wishes. Postel, in Buros (2, page 213), thinks that this test "will prove a valuable instrument for the secondary school or college counselor, dean, or psychologist that desires to secure a better adjustment for an individual, or that endeavors to select those students in need of psychiatric advice." The Cowan test consists of ninety-seven ?-Yes-No items, and could easily be given to groups of blind pupils by the oral method. The Washburne test is somewhat more complicated, as multiple choice questions sometimes occur in the midst of the Yes-No questions; the twenty-four wishes from which ten are to be chosen would probably have to be presented in braille; and the collection of items on family and personal history would involve writing by the pupils on braille slates or typewriters. But these are not insuperable obstacles. Neither test includes items unfair in a test of the blind.

*What personality tests shall we use? Where may we get them?*

After determining the age or grade level of the subjects to be tested, what trait or combination of traits seem to need investigation, and what length of time is available for testing; an appropriate selection can perhaps be made on the basis of the descriptions in this article. If a test is to be given orally, only one copy of the test need be bought,



and in many cases the publishers offer "specimen sets" which include a copy of the test, a manual for its administration and interpretation, and a chart for recording the results of a grade. Most publishers distribute free catalogues of tests, in which the prices for specimen sets, additional manuals and packages of different forms of the test are listed.

*Tests suitable for use with the blind* (listed in the same order in which they appear in this article)

California Test of Personality: a Profile of Personal and Social Adjustment. Primary, Elementary, Intermediate, Secondary and Adult Series. Forms A and B. Thorpe, Clark and Tiegs. California Test Bureau, 5916 Hollywood Boulevard, Los Angeles 28, California

Mental Health Analysis. Elementary, Intermediate, Secondary and Adult Series. Form A. Thorpe, Clark and Tiegs. California Test Bureau, as above

Aspects of Personality. Grades 4-9. One form. Pintner, Loftus, Forlano and Alster. World Book Co., 313 Park Hill Avenue, Yonkers 5, New York

Problem Check List. Junior High School, High School and College Forms. Ross L. Mooney. Ohio State University Press, Columbus 10, Ohio

Personal Index. One form for grades 7-9. Loofbourow and Keys. Educational Test Bureau, 740 Washington Avenue, S.E., Minneapolis, Minnesota

Cowan Adolescent Adjustment Analyzer: An Instrument of Clinical Psychology. One Form for ages 12-18. Cowan, Mueller and Weathers. Cowan Research Project, Salina, Kansas

Washburne Social-Adjustment Inventory, Thaspic Edition. One form for ages 12 and over. John N. Washburne. World Book Co., 313 Park Hill Avenue, Yonkers 5, New York

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The second section of this article will include discussions of:

- c. Personality questionnaires for use from the ninth grade to adulthood;
- d. Personality questionnaires for use with college students and adults;
2. Tests of values and attitudes;
3. Tests of social interest, participation and competence;
4. Rating scales;
5. Projective techniques for studying personality.



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## A RE-EVALUATION OF OUR CONCEPT OF BLINDNESS

MICHAEL GEFFNER, PH.D.

IN EVERY FIELD of endeavor it is necessary from time to time to pause to review achievements and to re-examine methods and plans of action in the light of experience and from a more advanced point of view. It may well be found advisable to correct and readapt methods which have proved impracticable. Occasionally, even some basic ideas and concepts will have to be revised, although this may cause temporary inconveniences and upset established routines and time-honored systems.

The field of work with the blind is no exception. As a matter of fact, methods and approaches in its various branches—education, rehabilitation and vocational guidance—are in a way still in their formative stages, and therefore still subject to revision and changes. A reconsideration of some basic ideas might prove advantageous.

This article proposes to examine what may be considered the very basis of the whole problem, namely the concept of blindness itself as now accepted in the field. It intends to prove that this concept, comprising in addition to total blindness a large variety of serious visual defects, has become entirely too broad and impracticable, and that it creates difficulties and inconsistencies. Grouping the partially seeing and the totally blind together results in definite disadvantages to those in both categories.

During the short period of the development of our present day systems of education and welfare for the blind, the term *blind* originally taken in its literal and dictionary meaning, namely, sightlessness, has been steadily widened to include a great variety of serious visual deficiencies. Children who did not have enough vision to read ordinary print were placed in institutes for the blind and classed as educationally blind. And with regard to vocations, people who could not perform occupations requiring normal vision were considered as “industrially blind.” Thus our present definition of blindness has been established.

This concept of blindness, now accepted officially in the United States, is defined as “visual acuity of 20/200 or less in the better eye with proper correction, or a limitation in the field of vision such that the widest diameter of the visual field subtends an angular distance no greater than 20 degrees.” According to this definition the visual defects are measured as to acuity and range. But within a limited field of vision a fair degree of acuity is frequently found. Therefore quite a number of people classed as blind can read ordinary print.

Among the great variety of eye defects there are, of course, many cases where the remaining vision is not sufficient for practical use and unreliable for independent movement, particularly if it is but little more than light perception, but it is a known fact that a large percentage of those classified as blind approach the upper limit of the definition. Of

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course, any amount of vision is a definite advantage over sightlessness and an invaluable asset. To term all these handicaps as "lack of useful vision" is inaccurate. It should be reasonable to consider anyone who has some vision as a sighted person with a serious visual defect, rather than a blind person who can see just a little. This view can be justified from all angles and aspects, psychologically and socially, educationally and vocationally.

Without doubt the partially seeing require special attention and special provisions as far as education, vocational rehabilitation and welfare are concerned. But their problems, as a whole, are not the problems of the totally blind and for each of these groups different methods and approaches are required. A separation of these two categories would be to the advantage of the partially seeing as well as the totally blind.

### *Psychological and Social Aspects*

In an effort to counteract prevalent misconceptions regarding the blind, the tendency has developed to minimize to the public the seriousness of the handicap. It is emphasized that blind people are normal in every respect and that there is no difference between a blind and a seeing person "except for the fact that the blind person cannot see." It is desirable to educate the public to a better understanding of the true nature of this handicap and to pave the way for a more ready acceptance of the blind as normal individuals possessing the same variety of faculties and emotions as seeing people. But it is unwise to go to the other extreme and belittle the gravity of the handicap and treat it as just an incidental factor. Lack of vision fundamentally affects the psychological make-up of a person and influences all his relations with the outside world. Even far less serious handicaps, such as physical abnormalities, have a profound effect on an individual and may set the course and direction of the development of his personality.

Many claims and statements advanced about the blind are true of the partially seeing only, and are therefore confusing and misleading. The partially seeing, particularly those whose vision is near the upper limit of the legal definition, are, of course, hardly distinguishable from people whose visual capacity is just beyond that limit. Psychologically and socially, the difference between the partially seeing, and those with normal sight is less than the difference between the partially seeing and those with no sight. The ability to discern colors, to perceive spatial relations visually, to see outlines and shapes of objects, differentiates the partially seeing fundamentally—at least, from the psychological point of view—from sightless people.

The failure to recognize this fact explains, to a large extent, why so little genuine research has been accomplished regarding the psychology of blindness. Studies of "blindness" in the sense of the legal definition, or studies of "the blind, including people with light perception and a slightly greater amount of vision," are of doubtful value. The few existing studies which *are* of value deal with the totally blind. Even this field should be broken down into the congenitally blind (and those blinded in early infancy) and those who have lost their sight in later life.

However, it is the sphere of social relations that is of paramount importance and here the difference between the partially seeing and the sightless is most apparent. It is mainly with regard to its social implications that total blindness can be considered as one of the greatest human tragedies. Due to the outward appearances of helplessness and dependence of the blind, traditional attitudes and behavior patterns have been established toward them which are out of proportion to the true nature of the handicap. Covertly the seeing often experience a reluctance to associate with the blind; certain apprehensions, pity, and according to some psychologists, a feeling of guilt. Overtly these reservations



display themselves in over-solicitude, condescension, and admiration of the simplest achievements. The blind are regarded as incapacitated in *every* respect, physically and mentally. The blind person will be offered a seat by someone who is less able to stand up. When he is addressed, the voice is often raised as if he were hard of hearing or slow in grasping the meaning of the words. Often his guide is spoken to instead of himself in matters concerning him; even a doctor may ask the guide about the complaint of the blind patient. These poignant experiences add to the ever-present and unavoidable concomitants of blindness—the inability to see the person with whom one is conversing, the knowledge of being conspicuous and constantly watched, and the frequent necessity of asking for assistance. Though each of these factors in itself may not be experienced as something acute and painful, the sum total of all these impacts is of considerable import and plays a determining role in the development of attitudes and reactions.

Research on social behavior with respect to blindness may produce valuable results which can be useful in the process of adjustment of the blind as well as in the effort to enlighten the public on this question, but a fundamental change in this matter can hardly be expected.

The situation of the partially seeing is entirely different. As seriously handicapped people they certainly have to cope with great difficulties, but on the whole they do not have to make the many social sacrifices and are spared the more poignant experiences of the totally blind. There are fewer obstacles for them to overcome in order to enjoy normal association with the seeing. In fact many partially seeing persons, unless they have but little more than light perception, can easily avoid being identified as blind in their social life if they so desire. The main obstacle here is frequently their own attitude toward their handicap.

This writer is of the opinion that classifying the partially seeing as blind may, in itself, have a damaging effect, creating a state of mind detrimental to proper adjustment. They easily get accustomed to considering themselves blind and may come to rely heavily on the protective shelter offered by the legal definition. The fact that they benefit from certain economic advantages offered to the blind is not the main reason why they often prefer to be identified as blind. It lies much deeper than that. While, in competition with the normally seeing they frequently realize their shortcomings, among the blind they easily excel in many respects. Their accomplishments which come quite naturally through the conscious or unconscious utilization of the visual capacity left to them are hailed as outstanding achievements. This may bring about faulty self-evaluation and curb the drive for self-improvement. While many blind people strive to make themselves and the outside world forget their handicap—an effort which for obvious reasons is not too often successful—the partially seeing frequently overstress their handicap in order to convince themselves as well as the outside world that they are “blind.”

### *Educational Problems*

Mainly with a view to facilitating their social adjustment, it is frequently emphasized that blind children should avail themselves of the special arrangements for the blind provided for in the regular public school system rather than go to an institute for the blind. It is, of course, of great value for a child to remain in his home and to attend school together with seeing children. However, a number of problems and dangers present themselves in this type of schooling. The special braille classes which provide the blind children with a knowledge of braille and supplement the classroom instruction wherever necessary, can, nevertheless, not make up for all the shortcomings. In almost every sub-



ject as taught in schools for the seeing, visual means are employed, and visual experience and visual memory are taken for granted. Therefore many details must elude the blind pupils. The teachers usually cannot afford the time to give much special attention to their blind students; also it requires unusual skill and understanding on their part to bring about proper cooperation between the blind and seeing children. Moreover, the former are exposed to emotional injuries by thoughtless remarks of their seeing schoolmates, which painfully bring to their consciousness the fact that in many respects they are handicapped and different. Children can be very cruel, not so much because of any malicious motive, but rather because of a keen awareness of, and a strong reaction to the abnormal. Because of these difficulties only those sightless children with outstanding mental equipment and emotional stability can fit into this system advantageously.

Questionable as this system may be for the totally blind, there should be no doubt that it is *the* answer for most of the partially seeing. They are not confronted with as many difficulties as the sightless. While they may not be able to read and write in the ordinary way and therefore must avail themselves of the braille system, the other visual methods applied in the regular school are to a large extent within their grasp. Moreover they can move around freely and are not as conspicuous as the totally blind.

For the majority of the sightless children, education in an institute provides the best solution. We find here many facilities that the day class system cannot possibly offer. The teachers, without undue sentimentality, know what they may expect. The children may regard themselves more or less as equals, and a spirit of normal competition on an even basis can prevail.

At present, unfortunately, a large number of partially seeing children are found in the institutes. It is true that a small number of

these must be included because day classes are economically and administratively feasible only in larger communities. Their education in a residential school for the blind is disadvantageous to them. Methods of teaching there are adapted to the needs of the totally blind and are based on tactual processes and the use of special equipment and apparatus. Explanations are given so as to be comprehensible to the sightless, taking into consideration their lack of visual capacity and visual experience. The partially seeing who take part in this kind of instruction cannot utilize the amount of vision left to them. In some cases their vision is adequate even for learning ordinary reading and writing, and special classes in these subjects are arranged. For the balance of their instruction they are retained in classes for the blind. This represents the almost complete counterpart of the day class system for the blind in the ordinary schools. It is ironical that children who can see should be forced to approach their education through methods developed for the blind. Moreover their graduation from such an institute in itself is disadvantageous; it labels them as "blind" and is a serious handicap in later years, economically and socially.

### *Vocational Considerations*

According to modern views of vocational guidance and employment policies, the placement of a prospective worker is most successful when the principle of matching the job requirements to the qualifications of the worker is followed. It is the *ability* of the worker that counts. A disability is recognized only in relation to a specific type of work. A person with a physical handicap, but fully capable of performing some specific job is not considered handicapped in relation to that type of work. A one-armed person, for instance, is not regarded as occupationally handicapped in an occupation requiring only one arm. The general supposition of a "vocational handicap" as such in reference to visual



defects becomes therefore untenable, and the term "industrially blind" loses its meaning. Moreover, the limit set by the legal definition is arbitrary, at least as far as vocations are concerned. Even a person who does not fall under the definition of blindness may be occupationally handicapped with regard to a type of work for which keen vision is essential. On the other hand, many people who fall under the definition of blindness can satisfactorily perform occupations which require only a limited amount of sight. Occupational opportunities for the partially seeing decrease with the percentage of vision, but even the ability to move around freely, to discern colors and make out the shape of patterns, are assets which increase the opportunities for employment. Even in the workshops for the blind there are a number of occupations for which only people with partial vision are eligible. Classing partially seeing and blind people in the same category causes not only confusion of the public, but also definite disadvantages to both groups. In trying to place a partially seeing person in a position where he can utilize the amount of vision left, the placement agency creates for itself and the client unnecessary difficulties by referring to him as a "blind" person. The accompanying qualification that he has sufficient vision for that particular type of work does not sound too convincing.

It is evident that the number of positions which can be adequately filled by totally blind people is limited. In competition with the seeing and even with the partially seeing the blind will always be at a disadvantage. It is therefore essential that the few positions in which the totally blind can be placed should be reserved for them and not filled by the partially seeing. The latter, of course, have better opportunities to acquire positions and usually better ones.

The statistics of the agencies concerned with the placement of blind workers are often misleading and erroneous. In their effort to

amass large figures and impressive enumerations of the variety of work open to the "blind", a number of occupations are listed which obviously can be performed only by people who have a considerable amount of vision, such as elevator operators, porters, receptionists and errand boys. It is defeating the purpose of helping the blind, to create the impression that they can perform, as blind people, feats which obviously require vision. There is often great reluctance on the part of agencies for the blind to break down the figures for the two categories. When such lists of occupations in which "blind" people have been successful are taken as a basis for counseling sightless clients as to their vocational choices, they are of value only if specific information is available. It should be made clear which occupations have been performed by totally blind people and which by the partially seeing, and in the latter case specific information as to eye conditions should be supplied.

### *Conclusions*

The need for changes in these matters is becoming increasingly apparent though easy solutions are not at hand. The writer feels that it would be an important step in the right direction if the issues involved were faced openly and realistically.

The incidence of blindness (total blindness) in the younger age groups—with which this article is mainly concerned—is, fortunately, steadily decreasing. At the same time, however, the sightless are becoming a constantly diminishing minority among the legally blind. A tendency has developed on the one hand to write off the visual capacity of the partially seeing as an insignificant factor, and on the other, to minimize the importance of the limitations imposed by sightlessness, thus creating the impression that the sightless are more or less on a par with the partially seeing. As a matter of fact, only a few totally blind people, only those with unusual skill



and resourcefulness, can actually measure up to the partially seeing in their performance in certain vocations and activities which for people with some vision are a simple matter of course. The average blind person may thus appear clumsy and backward. Viewing the record of achievements as a whole, with a majority of the "blind" doing as well as might reasonably be expected of blind people, it is easy to assume a complacent attitude. On closer scrutiny, it is evident that the totally blind are not getting their proper share of attention. Only separate provisions for those in the two categories would make it possible to place the proper emphasis on work for the actually blind and to satisfy the special needs of the partially seeing.

Theories and methods should be advocated for the partially seeing different from those advanced for the sightless. This will be no easy task, in view of the multiplicity and great variety of visual defects, with limitations ranging from near normalcy to almost complete sightlessness, with many cases where even a considerable amount of vision may be of little practical use due to the nature of some eye defects, and with the frequent necessity of avoiding eye strain. Unified norms could not be established, and the field would have to be broken up into several categories. But it would be worth all the effort.

In the light of the wholesome attitude now developing toward handicaps in general, whereby emphasis is to be placed on the abilities of an individual rather than his disabilities, the considerable asset which even a limited amount of vision constitutes should get its proper evaluation. It should be utilized to the fullest, limited only by ophthalmological considerations. The partially seeing could benefit greatly from such an approach. It would offer them sounder education and better opportunities in the economic and social spheres; such an approach toward their problems would constitute nothing less than their emancipation from blindness.

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When you reach Salt Lake City next summer, to attend the national convention of the American Association of Workers for the Blind, you will immediately sense a feeling of genuine friendliness and hospitality.

I sincerely hope you will make every effort to attend this convention, because I believe your trip will be a memorable and happy one.

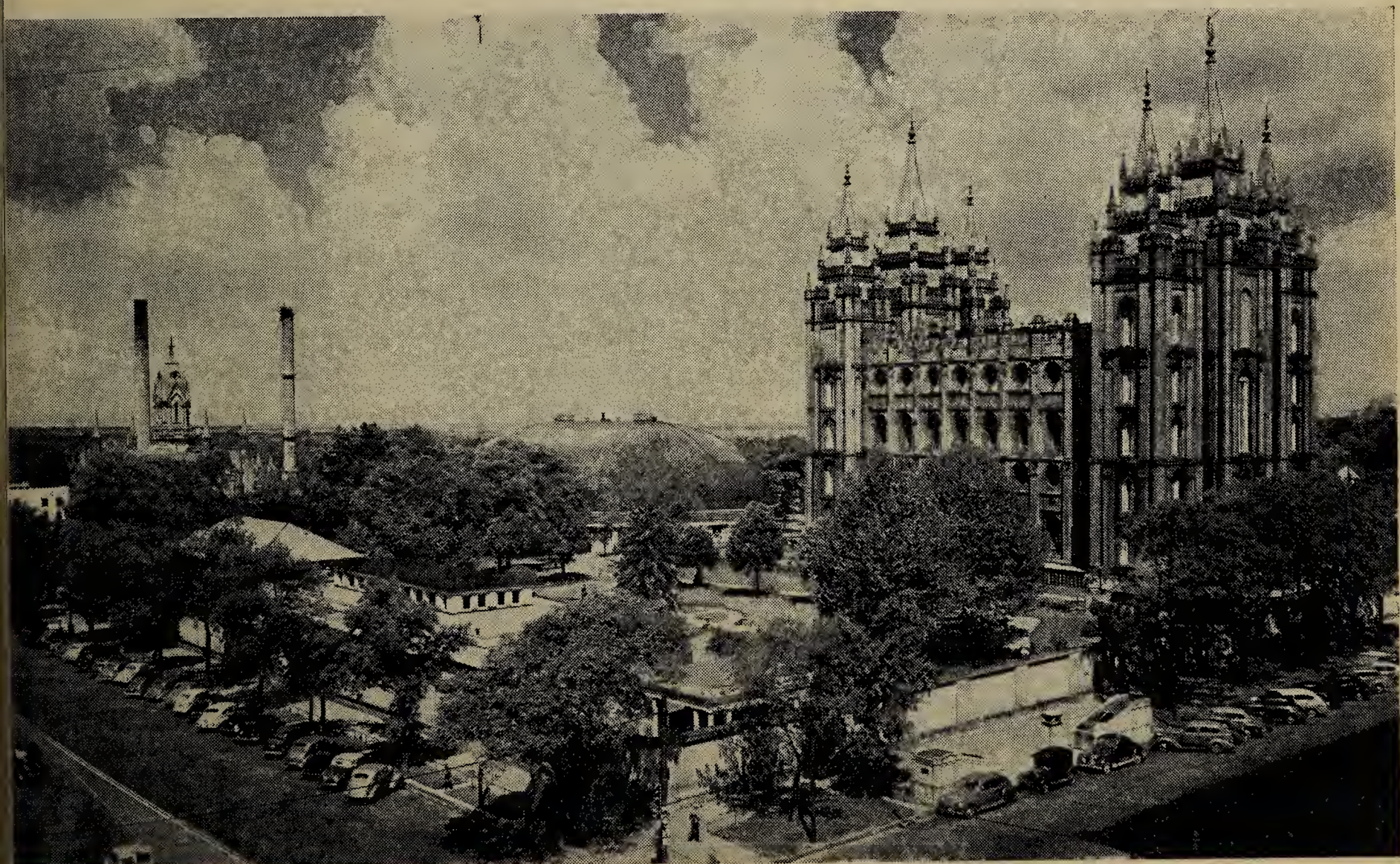
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—Murray B. Allen





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# A CLERICAL TEST FOR THE VISUALLY HANDICAPPED

GERTRUDE T. BIGMAN

## INTRODUCTION

WHEN THE Vocational Rehabilitation Service gained new funds and new life under the Barden-LaFollette Act, opportunities increased for training people in office and dictaphone work. It became necessary to seek some objective, time-saving measure for sifting out the better prospects for such training. None of the existing clerical tests could be used with the visually handicapped unless modified. By adapting two parts of one clerical test, taking one section from another, and adding two original tests, the Lighthouse psychological guidance service evolved a workable measurement for clerical aptitude. The test has so far been given to approximately seventy clients who have come to the Guidance Service. Although no definite norms have been arrived at as yet because of the small numbers tested, comparative results have been helpful in evaluating prospective students for the dictaphone course given at the Lighthouse for the Blind in New York.

The Clerical Test consists of five parts: Filing, Spelling, Arithmetic, Grammar and Verbal Memory. Name and number checking, usually found on other clerical tests, was not included for two reasons. It would be difficult to administer such a test in braille; (1) because of its length and (2) because most of our clients either know no braille or do not read it fluently. For these same

reasons, braille was kept down to a minimum in the test. Furthermore, because so much of a blind dictaphone operator's channel is auditory (the spoken word on cylinder or disc) the use of oral tests is particularly appropriate.

## THE CLERICAL TEST

### *Part I—Filing.*

An efficient clerical worker needs to be able to organize his work. A blind office worker will need to know some braille if he is to work with a maximum degree of independence. He may need to take memos in braille and alphabetize folders or letters that have been brailled so that he may distinguish between them. The filing test helps to evaluate the accuracy of reading short isolated words in braille, knowledge of the alphabet, and ability to organize a simple clerical task.

Thirty 3 x 5 white cards are used, with names brailled in the upper left hand corner. The name appears in inkprint under the braille so that the tester can identify the card readily. Because many blind dictaphone operators are placed in social welfare agencies, the names include many foreign-sounding ones, such as might be found in the files of any agency in a large city. Cards are presented each time in the same order (determined by small alphabetical letters to be found on the backs of the card in the upper right hand corner). If properly alphabetized, the cards will be returned to the tester in the order of the arabic numerals on the back of the cards and

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Gertrude T. Bigman is vocational counselor for the New York Association for the Blind.



can easily be checked for errors. The qualitative notes of the examiner are extremely important in helping to understand personality differences relating to persistence, systematized approach to a task, attitude towards a routine task.

| Front of card   | Back of card |
|-----------------|--------------|
| <p>Thor, B.</p> | <p>A 25</p>  |

On the basis of results achieved by clients tested at the Lighthouse, tentative ratings are given as follows: *excellent*: task completed in 6-7 minutes, no errors; *very good*: task completed in 8 minutes, no errors; *fair*: task completed in 9-10 minutes, 1-2 errors; or 11-12 minutes, no errors; *poor*: task completed in more than 12 minutes or with more than 2 errors.

#### Part II—Spelling.

The ability to spell accurately is of major importance to a clerical worker, so that some measurement of this ability had to be included in the test. A blind worker who cannot readily turn to a dictionary, must depend upon a sighted person to correct her errors. Her spelling must be superior to that of the seeing individual if she is to hold down a job alongside of sighted persons.

The fifty words used in Part VI of the Psychological Corporation General Clerical Test answered our purpose with some modifications. The original spelling instructions called for correction of all misspelled words in the space following the words or "... do nothing when a word is spelled correctly." Also, there was a time limit imposed. Since our clients cannot see to read the words and correct them, the words have to be read to them. Also, it is impossible to have a time limit on the test as originally called for, since the examiner in great measure sets the pace for the work by the speed of his reading.

Instructions have been changed as follows: "Here are some words that you should know. Each word will be read twice to you. You are to give the correct spelling after the second reading." It seemed quicker and more practical to give the spelling this way than to transcribe it into braille word for word from the Psychological Corporation General Clerical Test. Also, since many of our clients do not read braille at all or well enough, giving the test orally in all cases gives us a standard approach.

Ratings tentatively given on the basis of the results on the test taken by the clients at the Lighthouse psychological guidance service are: *excellent*: 0-1 error; *very good*: 2-5 errors; *good*: 6-9 errors; *fair*: 10-12 errors; *poor*: over 12 errors. These norms are stiffer than those for the sighted because blind workers have to be better spellers since they cannot make their own erasures nor can they readily consult a dictionary.

#### Part III—Arithmetic.

Since visually handicapped office workers seldom do much work with figures, only simple arithmetic problems were considered practical and suitable for an arithmetic test for clerical workers. The arithmetic test consists of twenty problems, starting with one simple arithmetic process and becoming more complicated until three processes and four figures are involved. The problem is read by the tester and the answer given by the client. A maximum of fifteen seconds is permitted for each of the first four problems, thirty seconds each for the next ten and forty seconds each for the last six.

Tentatively, ratings have been evolved on the following basis: *excellent*: no error; *very good*: 1-2 errors; *good*: 3-4 errors; *fair*: 5-6 errors; *poor*: over 6 errors.

#### Part IV—Grammar.

The Grammar Test of the Psychological Corporation General Clerical Test (Part IX)



was readily adaptable for use with the visually handicapped and has been found very useful in analyzing clerical skills. Instead of asking clients to "cross out the ONE wrong word and write the correct word on the line at the right . . . or write 'Correct' if the sentence is correct," instructions for blind clients read: "Some of the following sentences contain grammatical errors. There is only one error in a sentence. If you hear the error, correct the sentence orally. If a sentence is correct, just say 'correct'. Here, too, it was found much more practical to read the sentences than to put them into braille.

A further change was made by cutting down the twenty-four sentences found in Part IX of the above mentioned test to fifteen. Since all tests must be read aloud by the examiner, they have to be as brief as possible. Eight of the easiest sentences (11, 15, 17, 18, 20, 21, and 22) and one which was unfamiliar in content to the blind (4) were omitted. All our blind clients were able to correct the eight easy sentences without any trouble, and too many failed to understand sentence four for these items to have meaning for the test.

Ratings to date are given tentatively in the following fashion: *excellent*: no errors; *very good*: 1-2 errors; *good*: 3-5 errors; *fair*: 6-8 errors; *poor*: over 8 errors. These norms are higher than those used by the Psychological Corporation for the same reasons given in connection with the spelling norms.

#### *Part V—Verbal Memory.*

More than the sighted, the blind clerical worker needs to have a retentive memory. A test for verbal memory was especially necessary. One was found without difficulty and was adapted with minor changes. Test I of the N.I.I.P. Clerical Test, American Revision, is presented to the blind individual in the same fashion as it is to the sighted. The seven sentences are read, one at a time, and the client answers two questions on each

sentence. If both questions are answered properly, he gets two credits; one if one part is correct.

Telephone numbers and addresses of firms with British names were replaced by New York phone numbers and American addresses. Also, some references to entries made in 1923 and 1924 were changed to read 1943 and 1944. All changes were made so that the situations would more closely resemble material that the blind client might find in an office today.

Ratings on this test are tentatively given on the following basis: *excellent*: no errors; *very good*: 1-2 errors; *good*: 2-3 errors; *fair*: 4-5 errors; *poor*: over 6 errors. These ratings are much higher than those of the sighted population for reasons similar to those given on the spelling test. A blind person cannot refer to the written page to check a memo but must rely heavily upon his memory.

#### SUPPLEMENTARY TESTS USED WITH CLERICAL TEST

The administration of this clerical test takes about a half hour. It is given with the verbal part of the Wechsler-Bellevue, the Purdue Pegboard and the Kuder Vocational Interest Inventory, to form a "clerical battery." The Wechsler supplies some knowledge of the client's vocabulary, general reasoning ability, ability to retain series of rote numbers and general fund of information. The Purdue gives us a sampling of finger dexterity, spatial orientation, and hand coordination with respect to the handling of materials at bench level. Some insight into vocational and avocational preferences is obtained from results of the Kuder Vocational Interest Inventory, which is read to the client. The results of the four tests (which take about two and a half hours to administer) carefully analyzed, plus the interviewer's estimate of the individual's personal characteristics, such as neatness and appropriateness of dress, speech attitude and general man-



nerisms supply a fairly clear picture of his suitability for training in the clerical field.

Although the clerical test is still very much in the experimental stage and no conclusive norms have been established, it has been helpful diagnostically and has served as an

additional tool in giving sound guidance to the blind eager to find a place for themselves in the world through proper, suitable training. Work is continuing on the establishing of better norms. In this we anticipate the cooperation of other agencies.

## DEVELOPMENTS IN OKLAHOMA

C. B. MINNER, PH.D.

THE OKLAHOMA ASSOCIATION OF THE BLIND is beginning to grow up; and, as a consequence, the outlook for the blind in Oklahoma is brighter than it has ever been before. The Association is now thirty years old, and so from age alone it should be showing some signs of maturity. But during a long childhood its conventions were two years apart, with little or no activity between. The meetings were largely social affairs, held in churches, with the banquet prepared by the ladies of the church, much of the food donated, and the delegates housed in the homes of willing friends in the neighborhood. Thus the conventions, almost the sole activity of the Association, rested heavily on the generosity of the communities in which they were held. It goes without saying that the blind have deeply appreciated and greatly enjoyed these provisions, but it is certain that generosity alone will not solve the problems of the blind. Of course, problems were brought out for an airing at the conventions in those early days, but there was little concerted effort to work out solutions.

For several years now the picture has been

changing. A new attitude of responsibility and leadership is developing among the blind themselves. A simple but significant change in the name of the Association reflects this new point of view: it is now "*of the Blind*" instead of "*for the Blind*," because it is now realized that the blind themselves must at least help in the solution of their own problems. Conventions are now held annually, and the executive board is given work to do between conventions, with authority to do it in the name of the Association. The executive board and various committees meet frequently during the year at Association expense, and the annual meeting in Oklahoma City is organized, conducted, and paid for as any other convention. The 1949 convention, for instance, was held at the Huckins Hotel, and is believed to have been the most constructive convention in the Association's history. Thus, under able leadership available among the blind themselves, the Oklahoma Association of the Blind has become an instrumentality for the serious consideration of the problems facing the blind in Oklahoma, and for the development of policies and procedures toward the solution of those problems. And this new maturity is already beginning to show results.

The Association, through the work of its committee on legislation, was the prime

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mover in persuading the Oklahoma legislature of 1947 to take the first step in reorganizing work for the blind carried on by the state. A section on services for the blind was created under the Board of Education to take the place of the small and largely ineffectual Commission for the Adult Blind. It was hoped that this arrangement would make federal funds more readily available for work for the blind in Oklahoma. This first step, of course, has not solved all the problems. The Association is determined to continue its efforts for further improvement. It was very active during the last legislative session, and plans to be ready with informed recommendations for the session a year from now.

But the brightest prospect before the blind of Oklahoma derives from action taken by the Association at its convention last October. That action, the planning required for it, and the obligations assumed in it, show beyond question that the Oklahoma Association is grown up and ready to shoulder heavy responsibility. The primary purpose of the convention last fall was to consider the sponsorship by the Association of a home industry program for the blind in Oklahoma. The principal speaker was Miss Evelyn C. McKay, director of social research of the American Foundation for the Blind. After a thorough analysis of the matter of home industries by Miss McKay, and a detailed consideration of the possibility of raising funds for such a project, the Association authorized its executive board to take the necessary steps to launch a home industries program under the general sponsorship of the Association.

As a result of that action, a non-profit corporation known as the Oklahoma League for the Blind has been chartered by the state. The articles of incorporation set up a directorate of fifteen members, eight of whom are elected by the Association and seven by the membership of the League. The League is set up with broad purposes, but its initial concern is to institute a program of home industries de-

signed to attack the economic problems of a large group of blind people for whom little is being done. Of course, one of the primary requisites is money to initiate such a project. It is believed that with the sponsorship of the Association and with the support of people over the state who appreciate the benefits to be derived from a successful program of this kind, adequate funds will be forthcoming in due time. At least the Association sees the prospect as worth pursuing with vigor and determination—and this, too, is a sign of maturity.

### A FRACTION TRAINER

Teachers of arithmetic in the elementary grades will be interested in an ingenious device known as "the fraction trainer." It consists of a series of circular plastic discs of the same size, dissected into fractional parts of a circle. The student not only learns how many of each part are necessary to make up the complete circle, but can compare the sizes of the various fractional parts and see which ones joined together will equal another fraction. The discs are attractively colored and pleasant to the touch. The device is distributed by: Robinson-Howell Co., 641 Mission Street, San Francisco 5, California. Price \$3.75, plus postage. Shipping weight 1¼ lb.

### OUTLOOK FOR THE BLIND *and*

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## FROM MY ORINDA GARDEN

RICHARD S. FRENCH, PH.D.

As I LOOK from my window this rainy January day I see mostly trees; two slender redwoods just a few feet away, young orange trees heavy with golden fruit, oaks in the canyon below, some bare, some dark with their evergreen leaves, and among other trees two walnuts, one our native American black walnut, the other a *regia*, commonly called English, our chief nut producer. I think back on another very rainy month, a June in Watertown in 1928, when Dr. Edward E. Allen was my host and I was busy most of the time in the Perkins library revising text and preparing new material for my *From Homer to Helen Keller*. The rainy weather was conducive to prolonged conversations and I came to know Dr. Allen with some degree of intimacy. We discovered that we had many things in common, among them a devotion to Nature and in particular an intense love of trees.

A break in the succession of storms brought one of those "rare" days in June, when the sun shone with a cleansed brilliance and the whole land was clothed in green and all the countryside was gay with flowers. Dr. Allen invited me to a long trip out Concord way, and further on to the lovely village of Lancaster, with its white colonial houses and fine Bulfinch church. He had heard of some especially hardy walnuts growing near Lancaster and wanted to secure cions for grafting on Perkins trees at the proper time.

The long trip gave unusual opportunities for both conversation and observation. Dr. Allen brimmed over with New England history and literary lore. He was equally at home in natural history. At one time we passed a sheltered hillside covered with our hardy orchid, a purple moccasin flower, in the full glory of blossoms equal to the tender sophisticates of the warm greenhouse. We crossed the Concord River on a bridge that arched the flooded stream. Later we paused at Walden to take in at leisure the loveliness of woods and water. A sign caught Dr. Allen's eye and I can still hear the indignation in his voice as he exclaimed: "Lake! Lake! When will these exploiters learn that a 'pond' is not a lake? Walden is, always has been and I trust always will be a *pond*!"

Mrs. Allen was away in California and the younger daughter was hostess. She added much to the delight of dinners when two or three guests joined in the discussions of nature and literature and the lore and history of New England. I recall as if it were yesterday one Olympian evening when Professor Waxman and his wife, on discovering my own devotion to the Spanish language and intense love of Latin-American poetry, discussed Dario and Nervo and the rest well into the night. Dr. Allen showed another phase of his many-sided mind in taking a keen interest in what his guests found in common. I believe that he would have taken up the study of Spanish then and there, had his years and the exactions of his position permitted.

Others may speak and write of Dr. Allen's lifelong devotion to the blind and his deep

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Dr. R. S. French, the author of *From Homer to Helen Keller*, retired January 1, 1949 from the position which he had held for many years as superintendent of the California School for the Blind. He and Mrs. French spent the fall at Perkins where he lectured to the Harvard Class.



understanding of their aspirations and needs. Others can estimate better than I the value of his professional services and set forth the story of his great building programs. I am happy to jot down these brief notes in evidence of his gift of fine companionship and of a many-faceted mind intensely interested alike in things human and divine and in objective Nature. At the time it seemed to me that I had discovered in this diversity of interests a key to the certainty of decision and to the composure and serenity displayed in those mellowing years. In later notes I hope to show how Dr. Allen's penetrating insight into the things of Nature became the foundation of his theory of objectivity in learning and teaching. His gifts were made available not only on the Perkins campus but more articulately in use of material objects and "objective" studies in the teaching of blind children and the training of teachers of the blind. Not only intense devotion and profound understanding but equally his versatility and warm humanity made Dr. Allen for so many years "dean of the profession."

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### INTERNATIONAL COUNCIL MEETING

The twenty-eighth annual convention of the International Council for Exceptional Children will be held at the Hotel Stevens, Chicago, March 19-23, 1950. The theme of the convention will be "Meeting the Needs of All the Children of All the People."

At the opening session on Sunday evening the delegates will be greeted by Governor Adlai Stevenson, Mayor Martin H. Kennelly, and the superintendent of the Chicago public schools, Dr. Herold C. Hunt.

On Monday morning, following President Arthur S. Hill's keynote speech, Dr. Hunt will address the convention on the subject "Education for the Exceptional Child is not Apart from, but a Part of All Education."

Monday evening, Mrs. Charles Roland, chairman of the Illinois Parent-Teacher Association committee on the exceptional child, will be chairman of the discussion on "The Parent is Also a Teacher."

Tuesday morning will be reserved for delegates to visit Chicago's special schools, clinics and hospitals. Climaxing the activities of the convention will be the banquet on Tuesday evening in the Grand Ballroom of the Stevens.

Throughout the convention, sectional meetings are scheduled for the hard of hearing, deaf, sight-saving, blind, speech correction, epileptic, orthopedic, mentally retarded, socially maladjusted, emotionally handicapped, gifted, visiting teacher, special education in rural areas, administration, guidance, rehabilitation and placement, medical services and facilities, and public and private agencies. Nationally known educators and specialists in these fields will be the speakers and discussion leaders for these meetings.

Program chairman for the convention is Wallace J. Finch, Michigan School for the Blind, Lansing, Michigan. Local arrangements are under the direction of Miss Mary E. Courtenay, assistant superintendent, department of special education, Chicago public schools.

Requests for hotel reservations should be made through Mr. Loftus of the Hotel Stevens, Chicago, and should mention affiliation with the International Council for Exceptional Children.

—Anna D. Lanz  
Chairman of Publicity

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### WANTED

Case worker wanted with at least one year's graduate training to work with blind people to develop a well-rounded program. Salary range \$250 to \$300. Write W. H. Crowe, Executive Secretary, Kansas City Association for the Blind, 1844 Broadway, Kansas City 8, Missouri.



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## THE SUGGESTION BOX

*By the Special Services Department*

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**MOVEMENTS.** Visitors to the show room of this department no longer are required to climb the sweeping oval staircase to the second floor of the old mansion at 11 West 16th Street. The show room has been moved down to the first floor where it occupies the lovely panelled room which formerly served as dining room. The panelling and rare wood carvings were long ago imported from a castle in Europe, and any caller with an interest in early art will have an opportunity to see some museum pieces, as well as to examine gadgets.

**MUSEUM.** In the course of years, the Foundation has been able to accumulate the nucleus of an extremely interesting museum of early tools and devices, but space was never available for a proper display of these historically important objects. With the removal of show room and office personnel to the first floor, it was possible to set aside a large room for housing the museum.

Here is illustrated the history of braille writers, including an attempt to perfect a braille stenotype machine. This last has two sets of very tiny dots around which normal braille dots cluster to indicate the various characters. It is thus possible to write an entire word by pressing the proper keys simultaneously. Unfortunately, most people can make nothing whatever of the symbols, although one gentleman in France is earning his living by use of the device.

In addition to braille writers, the museum contains a wide variety of braille and other point slates, almost every type of script guide the imagination can conceive, mathematical aids from all parts of the world, various contrivances for musicians, and a pleth-

ora of games that have from time to time been suggested.

One of the most interesting exhibits is a reproduction of the Scottish "knot alphabet"—based on the ancient system used by the Peruvian Indians at the time of the first explorations by the Spaniards.

Also on display are the results of various heroic attempts to solve problems, such as the Optophone, the Visagraph, and various milestones in the development of the Talking Book.

No doubt many readers will have tucked away things which would deserve inclusion in this museum, and will be glad to send them in for this purpose.

**AC 50 TALKING BOOK REPRODUCER.** The Sono-graph has been superseded by a new Talking Book machine known as the AC 50. It runs at only 33 $\frac{1}{3}$  RPM and is intended solely for Talking Book use, although it will also play SoundScriber recordings if they have normal groove depth. It is housed in a maroon fabricoid case, with brass corners and rubber bumpers and is equipped with a plastic handle. The case measures 14 $\frac{3}{4}$  inches wide by 13 inches deep by 9 inches high. The cover can be closed while a 12-inch record is being played. The machine weighs 15 pounds. The amplifier employs a 12SJ7, a 50L6, and a 50Y6 rectifier. A 5 by 7 inch oval permanent magnet speaker with a voice coil impedance of 3.2 ohms is mounted in the front of the cabinet. The pickup employs an Astatic L 92 33 cartridge with a needle set screw and comes equipped with a semi-permanent .002-inch tip radius, osmium-tipped needle. A jack is provided for headphones. The price of this machine is \$25.00, F.O.B.



New York. Shipment will be made by express collect, on receipt of payment.

**ENGLISH CHESS SETS.** A very small supply of chess sets has been received from England. These resemble somewhat the sets which were put out by the National Institute for the Blind—those with the wooden board (raised and lowered squares) and the pegged men. The new set has a wooden frame, and a raised and lowered aluminum “board” with provisions at the side for holding the pieces which are “taken.” The men themselves are white and black plastic with substantial brass pins for inserting into holes on the board. The black ones have smooth tops while the white ones have dots on the top. The design of the men closely resembles that of the N. I. B. sets. While the original supply lasts, the price is \$4.00 postpaid. Any future shipments, however, will cost appreciably more.

**RADIO MAGAZINE.** Mr. Robert Gunderson, 999 Pelham Parkway, The Bronx, New York, appeared on the radio program, “This is Your Life,” and among the bounties showered on him was the financing of the first issue of *The Braille Radio Magazine*. This means that anyone who is interested in the technical side of radio may receive a sample copy free of charge by writing directly to Mr. Gunderson. An attempt has been made to appeal to the radio amateur or the would-be radio amateur as well as to people interested in recording, phonographs, or electrical measurements. Each month it is planned to describe a measuring instrument, a tube or so, and a few circuits, as well as give other useful information. This department has been cooperating in gathering a list of people interested in such a magazine and it is to be hoped, now that the first issue is a reality, that there will be sufficient subscribers to make it a permanent braille publication.

**ADDING MACHINE INSTRUCTIONS.** Those purchasing adding machines may request braille instructions. Two instances have come to our attention where people were not able to

operate the device because of the lack of these braille instructions.

**ALL-PURPOSE MACHINES.** The current supply of All-Purpose Sound Systems has been exhausted. No decision has yet been reached as to whether more will be issued. Until research, now under way, is completed, it is not possible to make predictions in regard to future developments.

**MISCELLANEOUS NOTICES.** The following price changes are now in effect:

Interval Timers, 30 or 60 minute, bell-ringing, are \$3.50 instead of \$3.00.

Plastic Cards, Bridge or Pinochle decks, are \$2.50 instead of \$2.25.

The Automatic Pancake Turners are 20¢ instead of 25¢.

Speedy Chef Egg Beaters are \$1.25 instead of \$1.75.

Locklid Saucepans are \$3.00 instead of \$3.25.

Insulin Syringes are \$6.00 instead of \$6.40.

The British Calyx Eye Needles are 2 packs for 15¢ instead of 10¢.

When the remaining three Feeler Canes are sold, this type will be discontinued.

**WATCHES.** At this time the Foundation has in stock two types of braille watches; a men's Elgin movement, size 16, with 17 jewels, in a 10 carat gold-filled hunting case pocket watch, priced at \$27.00 each, postpaid; and a ladies' Kelbert antimagnetic, shock-absorbent, 17-jewel Swiss movement in a gold-filled wrist watch case with a crystal lid. These watches are slightly under the diameter of a quarter. They have a stainless steel back (all that shows is gold-filled) and are fitted with a narrow black suede wristband with gold-filled fittings. They are priced at \$18.00 each, postpaid. Possibly by the time this appears, a new supply of men's wrist watches will again be on hand. These use a 17-jewel Bennett Brothers Swiss movement, housed in a stainless steel case with a transparent plastic crystal. They are slightly larger than a quarter and are equipped with gun-



metal colored leather wrist straps. They will be priced at \$17.00 each, postpaid.

**BRILLE SLATES AND PAPER.** Readers are advised that time will be saved and extra postage eliminated if orders for slates and paper are sent directly to Howe Press, Perkins Institution, Watertown 72, Massachusetts. The following slates are available:

Pocket size, 4-line, 23-cell, Model 1X, or 27-cell, Model 1, in aluminum at \$1.35; or 27-cell, Model 1, in brass at the same price.

Pocket size, 6-line, 19-cell, Model 2 in aluminum, also at the same price, in late models. The pins of this model are spaced to allow a 3 x 5 card to be inserted without being pierced so that the whole card can be filled without opening the slate. Desk size, 4-line 34-cell, with plywood board 9½ by 12½ inches at \$2.50. All prices include stylus.

Standard weight manila braille paper is available in the following sizes:

8 by 10½ ..... \$1.75 a ream (500 sheets)

9 by 11 ..... 2.10 a ream

11 by 11¼ ..... 2.50 a ream

11 by 11½ ..... 2.60 a ream

A lightweight correspondence manila, 8 by 10½ or 9 by 11 is priced at \$1.20 a ream. All slates and paper are shipped postpaid to areas east of the Mississippi.

## VACATION CAMP FOR THE BLIND

A relatively new idea in service to the visually handicapped people of Pennsylvania has been put into operation by Vacation for the Blind, Inc., a non-profit corporation. In furtherance of the organization's purpose a large estate was recently purchased for a rehabilitation center, near Mount Union, Pa. The site was chosen because of its adaptability to this particular need and its proximity to every part of the state. It is readily accessible by highway, railway and airway.

High on the list of "musts" is a name for this unique camp. In order to get representative expressions, Vacation for the Blind is

throwing open the "name contest" to everyone who wishes to enter, the only qualification being a 25¢ contribution to the camp. A \$50.00 United States Savings Bond will be given to the person who submits the name selected by the judges, who will make their decision in July. All entries should be postmarked not later than midnight, May 31, 1950. Mr. Shoemaker has reported that Vacation for the Blind had already begun activities by the end of this past summer, utilizing the added advantage of offering its facilities to workers among the blind. These visually handicapped workers were able to acquaint themselves first hand with the facilities and advantages provided, and at the same time doubled as workers at the camp in readying the buildings and premises, vacant for some years, for next summer's sightless vacationers.

Each guest paid \$2.00 per day toward his or her own nominal expenses. This, quite obviously, does not provide the necessary revenue for the care and maintenance of such an extensive property. Vacation for the Blind has a capacity of up to 500 blind men and women each season, and it is expected that it will be completely occupied throughout the season, judging from the enthusiastic response to the past season's trial camping period.

It is planned that this camp for which a name is being sought, will be provided with the equipment and facilities to serve many of the rehabilitation needs of the visually handicapped of the Keystone State.

## NAME CONTEST

VACATION FOR THE BLIND, INC.

Lewistown, Penna.

Here is my suggestion for a name: .....

Remarks or reasons (optional): .....

.....

I enclose a contribution of 25¢; \$....; to be used in the purchase, operation or maintenance of the camp for the visually handicapped of Pennsylvania.



## UNPUBLISHED RESEARCH

The National Psychological Research Council for the Blind, a professional advisory committee to the Office of Vocational Rehabilitation, has recently issued a bibliography of unpublished research on the blind (Rehabilitation Service Series Number 109). This bibliography is based upon information received from 123 libraries of universities which grant graduate degrees in psychology, education, social work, sociology, counseling, child welfare, medicine and allied fields. This number represents 81% of the total number of libraries to which questionnaires were sent. Therefore, it would seem that the ground has been covered quite thoroughly. Most of the material identified represents M.A. and Ph.D. theses and dissertations.

The bibliography, because of its comprehensiveness, is extremely valuable since nothing exactly like it is available. However, the material is listed alphabetically, according to title. Its usefulness would be enhanced if there were an author index or a subject classification.

The number of available copies of this bibliography is limited. Requests for it should be addressed to Office of Vocational Rehabilitation, Federal Security Agency, Washington 25, D. C. That office is eager to place copies in the hands of research workers and other persons who may be expected to make the best possible use of it.

## WANTED

A specialist in the education of the blind at the Institute for the Blind, Bussum, Holland. An excellent command of the Dutch language is required.

Also, a teacher of the blind to serve as educational director of the School for Blind Veterans at Phaleron, Greece. A knowledge of modern Greek is not necessary.

These persons are to be appointed for one year under the Fulbright Act and will receive a basic living allowance, a supplemental

maintenance allowance and round trip transportation from America to their destinations, all payable in foreign currency. Applicants should have a bachelor's degree and graduate work, be approximately between the ages of twenty-five and fifty years and have at least three years of successful teaching experience. Persons interested in these opportunities may secure application blanks from Mr. Harold Goldthorpe, Division of International Education Relations, Office of Education, Federal Security Agency, Washington 25, D. C.

## SYRACUSE CONFERENCE

The fourth annual Conference on Mental Hygiene and Problems of Exceptional Children will be held at Syracuse University, May 12-13. This conference is sponsored by the school of education, the department of special education for exceptional children, and the mental hygiene clinic, Psychological Services Center, Syracuse University. This year the theme of the meetings is "The Prevention of Maladjustment." An endeavor is being made to bring together clinical, sociological and anthropological views on the vital question of mental health. The sessions of the conference are open to all interested individuals.

Clarence Hawkes observed his eightieth birthday on December 16. It is unusual for such an event to be given wide recognition by newspapers throughout the country but Mr. Hawkes is a very unusual blind man. Best known as a poet and writer of nature stories, he has averaged about a book a year during his sixty-seven years of blindness. He has worn out eight typewriters in preparing these books, some 2000 poems, and hundreds of short stories and articles. He was also a public lecturer for twenty-five years. Four colleges have rewarded his achievements by conferring honorary degrees upon him, and his books have been published in English, French, German and Dutch as well as in braille.



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# OUTLOOK *for the* BLIND

## *and* THE TEACHERS FORUM

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### WHAT MENTAL TESTS SHALL WE USE? II. DEVICES FOR THE MEASUREMENT OF PERSONALITY

SAMUEL P. HAYES, PH.D.

c. Personality questionnaires for use from the ninth grade to adulthood

In this group we find some of the most widely used tests; the Bernreuter; the Bell; the Minnesota Personality Scale and the Personal Audit. We will comment in some detail upon the first two.

The *Bernreuter Personality Inventory* is made up of 125 questions dealing with personal problems to which the subject must answer Yes, No, or Doubtful. Its purpose is to measure with one instrument six important traits of personality: emotional balance or neuroticism, self-sufficiency, introversion-extraversion, dominance-submission, self-confidence and sociability. "The test is very popular," writes McClelland (1, page 1000). "Super, in a complete summary of its use up to 1941, remarks that no less than 135 different articles

have been written on it since it was first published. It has been used to detect those who may need counseling or psychiatric help; to analyze the personality characteristics of various types of people such as college students, husbands and wives, racial and occupational groups; to study trait resemblances among members of a family or among friends; to discover relations between traits and attitudes and between traits and other measures such as school achievement, intelligence, persistence and punctuality. Findings on the traits of occupational groups, such as the greater dominance of sales people, make the test somewhat useful in vocational guidance."

This test may be given to groups of blind pupils by the oral method, asking them to respond by writing S for yes, O for no, and D for doubtful, as all three of these letters require three dots in braille. There seem to be no items unsuitable for blind subjects.

The *Bell Adjustment Inventory* is published

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This article is concluded from the March issue of the *Outlook* and the first section of the bibliography appears therein.



in two forms; the Student Form for high school and college, the Adult Form for persons who are not attending school or living with their parents. The test consists of 160 Yes-No-? items calculated to measure adjustment in four areas in the Student Form—home life, health, social relationships, and emotional stability—and, in the Adult Form, also occupational adjustment. Both forms have been developed to be used primarily in personal counseling and not as research tools. The inventory is favorably criticized in Buros, has no items which are unsuitable for the blind, and can be given orally in the same way as the Bernreuter test.

Three other tests look promising: the *Kuder Preference Record, Form AH Personal* which could be used with the blind in the manner described by Hayes (10) for Form BB; the *Personal Audit*, which can be used with the blind by the oral method, with dot sheets providing for a choice of 3-4 alternatives; the *Minnesota Personality Scale*, where a dot sheet providing for five alternatives would be needed. All these scales are intended to measure a variety of personality traits or areas of adjustment.

d. Personality questionnaires for use with college students and adults

The tests in this group are constructed with a wide variety of purposes or goals in mind. A test may be intended for the measurement of a single trait, like "the sheer capacity to 'take' or withstand emotional disturbances," or a single trait in two dimensions, like introversion-extraversion or stability-instability; it may be directed to the selection of clerical workers, salesmen and teachers, or for use in marriage counseling; it may be an attempt to define personality in business terms like job interest, social intelligence, leadership, planning, drive and follow through; it may aim to detect the "paranoid syndrome" that produces "trouble makers" in industry or to discover the one individual in a normal group who might profit by psychiatric guidance and

treatment. A few of the more important tests, favorably reviewed in Buros will be discussed in some detail.

The *Minnesota Multiphasic Personality Inventory* "has been designed," writes Hathaway (1, page 1020), one of its inventors, "to aid in the identification and evaluation of some of the personality factors commonly recognized in psychiatric practice."

This inventory consists of 550 statements, each printed in simple language on a separate card, which the subject classifies as true or false with respect to himself, or sets aside as doubtful if he is unable to decide. Many different areas of life experience are covered, e.g., somatic experiences, family relations, social-political attitudes, sexual attitudes, mood-tone, beliefs, etc. On the basis of the use of the inventory by patients in mental hospitals, scoring scales have been constructed to measure the following personality trends or structures: hypochondriasis, depression, hysteria, psychopathic deviation, masculinity-femininity, psychasthenia, paranoia, schizophrenia, and hypomania. The inventory is presented as a clinical device to supplement the interview and other data available in counseling. It has been very widely used with the seeing (Buros, 2, page 103 lists 72 references), and tried out with blind subjects by two techniques. Cross (11) had the 550 statements embossed in braille on cards and asked his fifty blind subjects to sort the cards into three piles. An item analysis of the results showed that the blind norms differ significantly from the seeing norms on only twenty of the statements, and on only five of these do the blind of both sexes answer in the maladjusted direction a significant number of times. Cross concludes that the whole test may be expected to give as valid results with the blind as with the seeing. Potter (12) reported on the use of the test with blind subjects by presenting the test statements on a wire recorder. The method is described by Simmons (13) as follows: "The client operates the recording



machine himself, and following the instructions given, indicates his answers to the recorded questions by sorting cards in the categories representing 'agreement', 'disagreement' and 'can't say' . . . . In addition to being a time-saving method the wire recording of tests restores to the testing situation the very important factor of privacy . . . . Because of the personal nature of the test items, honest and frank replies would be less likely if the client had to give his answers directly to the examiner." Of course the same privacy is possible with the method used by Cross, but many clients would not have sufficient facility in braille reading, and the wire recording method would avoid the necessity of employing a reader for the blind subject being tested.

The *Guilford-Martin Temperament Profile Chart* is a convenient record sheet designed to show in graphic form the results obtained from the three personality measurements devised by the authors. The traits measured were determined by a statistical process called factorial analysis (a brief account of which may be found in Goodenough [15]). Instead of using the conventional names for personality traits, the authors analysed the responses of many subjects to many test items, discovered the fundamental factors producing the responses, and named their tests after these factors. In developing the *Guilford Inventory of Factors S T D C R*, for instance, the authors found in the responses to the collection of items traditionally used to measure introversion-extraversion, *five* distinct traits: S—social introversion-extraversion—shyness, seclusiveness, tendency to withdraw from social contacts; T—thinking introversion-extraversion—an inclination to meditative or reflective thinking, philosophizing, analysis of one's self and others; D—depression—a habitually gloomy, pessimistic mood, with feelings of guilt and worthlessness; C—cycloid disposition—strong emotional fluctuations, tendencies towards flightiness and emo-

tional instability; R—rhythymia—a happy-go-lucky, carefree disposition, liveliness, impulsiveness. Five other factors are measured in the authors' *Inventory of Factors G A M I N*, and three in their *Personnel Inventory I*. A review of the statements used discovers only a few items that are unsuitable for blind subjects in the G A M I N inventory, and none in the other two. "Would you rather be a florist than a miner?" "Would you rather be a dress designer than a forest ranger?" "Are you disgusted at the sight of ragged or soiled fingernails?" "At the sight of pus?" "At the sight of an unshaven man?" These and a half dozen similar items appear in G A M I N, and probably the blind subject should be warned about them at the beginning of the test. But in a total of 186 a dozen unsuitable items would probably have slight effect on the scores; and the extent of their influence could be determined by the method of item analysis used by Cross with the Minnesota Multiphasic Personality Inventory. All three tests are of the Yes-No-? type, so the blind subjects' responses could be recorded on dot sheets, if the test is given orally to a group, or by sorting numbered cards if the tests were given with a wire recorder to individuals.

The *Humm-Wadsworth Temperament Scale* is a 318-question test of the Yes-No type which is favorably reviewed in Buros, especially for its use in industry. It is constructed and scored to give a profile made up of seven components, based on Rosanoff's psychiatric theory of personality structure: normal, hysteroid, manic, depressive, autistic, paranoid, and epileptoid. It is criticized by some psychologists who consider the Rosanoff theory inadequate and "obsolescent". There are no items which are obviously unsuitable for use with the blind. The test could be given by either of the methods listed in the previous paragraph.

## 2. *Tests of attitudes and values*

An attitude may be defined psychologically as a stabilized set or disposition, and since



our attitudes are the springs from which much actual behavior arises, their measurement is of great practical importance in estimating personality. "Confidence or distrust," writes Goodenough (14, page 382), "tolerance or intolerance for the ways of others, ruthless competition or mutual helpfulness—these are the factors which make for war or sustain peace, that consolidate a community or tear it apart, and that largely determine family harmony and individual happiness. The source of particular attitudes is not easy to determine. They spring from individual experience, from rumors and reports, from newspapers, magazines and books. Attitudes are strengthened by concepts of self-interest, for all of us believe what we wish to believe."

"An outstanding contribution to the measurement of attitudes," writes Maller (4, page 191), "has been made by Thurstone (15) and his students in the development of objective techniques and their application in the construction and standardization of a series of attitude scales. Each scale consists of some twenty statements and the subject is to indicate agreement or disagreement with the respective statements. Scales have been prepared for studying attitudes toward the Negro, the Chinese, the Germans, toward war, the law, capital punishment, communism, censorship, patriotism, the Constitution of the United States, the Bible, divorce, public ownership, unions, freedom of speech, and the like. Some of the scales have two equivalent forms. The following is an example of items included in Scale of Attitude Toward Censorship:

Censorship is absurd because no two people agree about morality.

Human progress demands a free speech and a free press."

Remmers (16) and his associates have prepared a series of "generalized" attitude scales which may be applied to any topic in an area. For instance, in the scale for measuring attitude toward races and nationalities, the

scale may be used with any race under study, the individuals tested being asked to express agreement with such statements as: People of the———race: are noted for industry; some of our best citizens are descendants of this group; are superstitious; respect only brute force. Such scales have been devised to measure attitude toward any disciplinary procedure, any home-making project, any institution, any practice, any school subject, any teacher, any vocation, any play, any proposed social action, any selection of poetry, individual and group "morale", any advertisement.

Droba (17) gives a review of 125 titles dealing with methods of measuring attitudes.

There is no difficulty in giving these tests to blind subjects, either to individuals or to groups. In length they run from 25-50 items which the tester may read, and then record the subject's agreement or disagreement in an individual test. If the oral group method is used the subjects may be asked to record in braille an S for "yes, I agree" or an O for "no, I disagree," or he may indicate his choices on a dot sheet. In content most of the scales seem entirely suitable for use with the blind, though some, like the Remmers scale on advertising, depend upon vision.

The chief criticism of this method of measuring personality is again the question of validity, which raises its head in all paper and pencil tests of complex mental functions. Can we be sure that what we *say* about ourselves is a valid measure of our true nature and a sure indication of what we will *do*? As Goodenough (14, page 383) cogently says, "Many people who profess highly favorable attitudes toward certain minority groups, such as the Negro, will nevertheless consult a White physician of relatively mediocre training and ability in preference to a Negro of far greater competence. Certain interests and attitudes meet with social approval; others are looked upon with less favor."

These scales appeal to the social interests of students and may provoke lively class dis-



cussion. In the same way they may be found useful in the counseling situation to bring to a focus attitudes which need discussion or clarification, without giving attention to the particular score obtained. A case in point is the *C-R Opinionaire*. Here the characteristic measured is called "conservatism-radicalism" and means the general tendency to oppose or welcome cultural change. The items cover a wide range including possibility of cat-meat diet, calendar reform, compulsory cremation, new inventions and new religions.

*Tests of values* are based upon the assumption that our character and behavior depend largely upon a small number of deep-lying motives or attitudes which suggest a philosophy of life. The best known test of this sort is Allport and Vernon's *Study of Values*, which is based directly upon Spranger's Types of Men, and seeks to measure the relative prominence of six basic interests or motives in personality: the theoretical interests, characteristic of the scientist or the philosopher; the economic interests, characteristic of the man of business; the aesthetic interests, characteristic of the poet, the artist or the musician; the social interests, or interest in people, characteristic of the social worker, the salesman, or the philanthropist; the political interests, characteristic of the politician or the diplomat; the religious interests, characteristic of the clergyman or the mystic. The test consists of forty-five situation problems for which the subject is to select from alternative answers.

Various modifications of the test have appeared, but this device has stood the test of time and is favorably reviewed in Buros (2), "Considering its *a priori* method of construction," writes Meehl (2, page 200), "the problematic validity of its theoretical foundation (Spranger's types) and the relatively small number of items (45) which are used to measure six value dimensions, this seems to be a remarkably good test. It is administered singly or in groups in around twenty minutes

and is easy to score . . . . The test scores have been shown to be related to field of college work, nature of the college itself, stated occupational preference, actual occupation, sex, religious affiliation, and various patterns of vocational interest as measured by the Strong and other vocational interest tests . . . . With suitable caution as to its use with the less educated (and as to the untrustworthiness of the social value score), this test can be recommended as one of the few structured personality devices having considerable value."

The technique for giving this test to blind subjects presents no particular difficulty if one individual is tested at a time, since the tester would simply read the items and record the responses. In Part II it would be necessary to read the four alternative answers two or more times so as not to put too great a burden on the memory of the subject. Seeing subjects are allowed to read and reread the material as many times as they like, as there is no time limit. If a group of blind subjects is tested at the same time, certain difficulties arise, but these can be met by the use of dot sheets. The chief objection to the use of this test with blind subjects is the fact that nine of the forty-five situations depend more or less upon the use of vision as in "11. When you visit a cathedral are you more impressed by a pervading sense of reverence and worship than by the architectural features and stained glass?" and "16. At an exposition, do you chiefly like to go to buildings where you can see: (a) automobiles; (b) scientific apparatus or chemical products?" Perhaps some reader interested in testing the blind would like to suggest substitutions (as Quimby did in the Kuder Preference Test) and try out this valuable test with blind subjects.

### 3. *Rating Scales* (for personality measurement)

Most of the devices for measuring personality thus far described have been used to discover the *presence* or *absence* of some trait or type of behavior: the rating scale is



ordinarily designed to indicate the *degree* or *amount* of a trait present in a client, according to the judgment of someone who has had opportunity to observe him. In standard rating scales the different degrees or phases of a character trait are arranged on a scale against which the individual is considered for judgment. A few types of scales will be presented, which have been successfully used in schools, employment offices and guidance centers. A bibliography of rating scales may be found in Hildreth's books (18). Any of these scales may be readily used with the blind, since the subject is not asked either to read or write and does not even have to be in the presence of the tester. But the tester or person marking the scale must of course know a great deal about the subject being judged and must avoid the commonest source of error, the "halo effect" (judging a person too favorably in many traits because one likes him, or knows that he is very intelligent). If several ratings can be obtained of the same individual,

their value is greatly enhanced. In fact the validity of a rating scale depends upon the concurrence of opinions of persons who know one best.

In Graphic Rating Scales the degrees of a trait or quality are spaced along a horizontal line (or graph), often with numbers to indicate the distance right and left from the central or median degree. In some scales descriptions are added to make the meaning more specific. The *Starrak Rating Scale for Teachers* may be taken as an example. This scale provides for judgments of seventeen items, such as preparation for class meetings, interest and enthusiasm in his subject, ability to arouse interest in students, tolerance and liberality, personal peculiarities, etc., for each of which there is a horizontal line with dots dividing the line into ten parts and descriptive terms for the superior, average and poor levels. Following is the arrangement for item 10. Leading discussion and questioning.

M

Questions thought-provoking, discussions lively and worthwhile

Questions usually call for facts or lead to rambling discussion

Few questions or none put to class

Percentiles may be written in to get the results into numerical terms—100, 90, 80, etc., beginning with the first dot at the left. A college class was asked to rate their best and their poorest teacher and hand in the blanks without signing the students' names. Significant results for educational discussion were obtained. Other scales for teachers are listed in Hayes (19). A similar scale by which teachers may rate their *students* is illustrated in Garrett and Schneck (20, page 106).

The Man-to-Man Rating Scale was developed during the First World War for the selection of officers below the rank of brigadier-general. Men considered for promotion were judged by their immediate superiors on five characteristics: physical qualities, intel-

ligence, leadership, personal qualities and general value to the service, each trait being further described in considerable detail. A man-to-man master scale was formed by writing in the names of five officers who possessed each trait in differing degrees from highest (to whom a score of 15 was assigned) to lowest (with a score of 3). Each subject to be judged was compared with the names on the master scale and given the score of the man he most nearly equalled. This type of measurement was tried out in various industrial organizations but its use has been limited (a) because it requires too much time and care for the ordinary business executive and (b) because it is necessary that all the judges know all the people on the master



scale. The device might be very useful in a school for the blind, however, if the superintendent, principal and teachers could agree on a master scale of individuals known to all of them.

*Rating scales* (for outstanding traits)

Scales of this type differ from the above, in that, instead of seeking the *degree* to which a *few* traits are shown, the subject is judged by the *presence* of a *large* number of traits. They differ from personality inventories in that the *judge* reports on the traits of the subject, instead of having the subject report upon himself. The *Probst Rating System* has been widely used in public service and in vocational counseling. "Probst developed a number of 'service reports,'" writes Traxler (1, page 1137), "each of which contains about 100 descriptive terms concerned with character traits, work qualities, habits and personality. All the items are outstanding traits and were selected after considerable experimental testing. The form of the report is illustrated in the following excerpt: Place an x mark next to each of the items in this column which you know from your own experience will describe or fit this person." Then follows a list of sixty items, such as lazy, slow moving, quick and active, minor physical defects, talks too much, not a good team worker—with three blank columns for check marks. Each subject is to be marked first by his immediate superior, ordinarily the foreman; then by the department head, with the foreman's marking before him; and finally by the superintendent with both former markings before him. In vocational counseling it might be better to have three judges mark a client independently and then combine the results. The particular advantage of this scale is its construction from items gleaned in actual industrial work.

Another variation of the rating scheme is to have a teacher check a pupil, or a counselor check a client, on a list of behavior or character qualities. *A Scale for Evaluating the*

*School Behavior of Children Ten to Fifteen* consists of 100 everyday activities which the teacher marks T, if the behavior is true of the child being rated, F, if it is not true, and U, if she is uncertain. Following are a few sample items: often does little things to make others happy, often starts fights when attacked by others, usually tells the truth, is usually courteous to teacher and other adults, often annoys other children by pulling at and pinching them, often smiles when humorous passage is read in class.

This scale yields a profile based on percentile scores on the following types of behavior: relation to others generally, respect for rights of others, relation to teacher, relation to other pupils, initiative, health habits, general interests, scholarship and study habits.

There would seem to be no difficulty in using this scale with blind children, either from the point of view of technique or that of content.

The *Willoughby E M (Emotional Maturity) Scale* uses much the same technique with adults. Sixty items of behavior are listed, each of which the judge considers with reference to his client, and checks all those which in his opinion "describe his *characteristic* reaction (actual or probable) to the situation indicated." Sample items are:

- S. is ordinarily friendly toward members of his immediate social group, but in critical periods becomes irritable or hostile.
- S. chooses his course of action with reference to his own maximum satisfaction.
- S. characteristically appeals for help in the solution of his problems.
- S. demands that he be punctiliously served in hotels, sleeping cars, etc.
- S. is scrupulously tidy, placing neatness high among his major objectives.

There seems to be no difficulty in using this test with blind subjects.

4. *Projective techniques*

"The series of devices," writes Goodenough (14, page 82), "which have been developed



in the past few years, largely for use with children, and which are generally grouped under the heading of 'projective methods', represent an attempt to assay the hidden emotional urges which are the starting points of overt behavior. The underlying premise of the devices used is that the child's inner urges must find an outlet, and when the normal or usual outlet is blocked off through social pressures, through fear of punishment, or for other causes, the feeling will be 'projected' onto some other objects or situation. Thus the child who feels resentment toward his parents or jealousy of a brother or a sister but who, either from fear of punishment, or for other reasons, is unable or unwilling to vent his feelings directly upon the individuals concerned, will 'project' them upon some other object which is taken as a symbol."

The common procedure with children is to present them with dolls, toy furniture, fragile objects such as balloons, smeary substances such as dough or cold cream, materials for artistic or dramatic expression such as paints or toy theatres. The child is told that he can do anything he likes with them, even breaking them if he wishes. The experimenter keeps in the background and records what the child does and says, and later interprets it.

With adults the famous *Rorschach Ink Blot Test* and the series of pictures of the *Murray Thematic Apperception Test* are perhaps most widely used, while word association, dreams, art products—painting, poetry and sculpture—all have their sponsors.

Very little use seems to have been made of the projective technique in the study of the blind. Methods involving visual material—pictures for interpretation, the Rorschach ink blots—cannot be employed; and painting, drawing, penmanship are similarly excluded. Doll play and psychodrama might be tried with blind children, while dreams and word association tests might give information about blind adults. Harris (22) reports upon the

use of tactile forms in bas relief to act as stimuli through touch in much the same way that ink blots affect us through vision; and the Tautophone (23), a set of phonograph records played at low intensity on which a series of vowel sounds is repeated in irregular order in such a way as to give an illusion of human speech, has been suggested as a possible approach through the sense of hearing.

Most projective techniques require a much broader background of clinical psychology than can be expected of the ordinary mental tester, some methods yielding significant results only in the hands of a psychiatrist; and all of them are subject to the suspicion of a "double projection", i.e., as the subject projects his personality in overt behavior, the tester also may project his biases and theories into his interpretations.

#### 5. *Tests of social interest, participation and competence*

"The *Vineland Social Maturity Scale*," writes Louttit (2, page 210), "first published in 1935, has been so widely used that it hardly needs extended comment. As a means of evaluating social competency, this scale is a unique instrument, being neither test, nor rating scale, nor questionnaire. The present writer has used the scale both clinically and for research since its first publication and is particularly struck by the former function where four principal values may be enumerated: (a) In the differential diagnosis between mental deficiency and physical and personality conditions which result in subnormal achievement in verbal learning, which is commonly the criterion of psychological inadequacy. (b) The scale provides a systematic description of actual behavior observed day by day in a variety of situations. Without some type of guide, the questioning of parents or other informants concerning a child's behavior is very apt to produce a picture colored by the informant's prejudices and by the interviewer's lapses or preconceived ideas. Further,



in this respect, the use of the scale frequently helps to establish rapport with parents and to make it easier for them to describe behavior.

(c) Both of the preceding values are pertinent in the study of children with personality or conduct problems. Comparison of responses given by mother and father or by other persons significant in the child's environment sometimes reveals differences in attitudes important in the etiology of the complained-of behavior. (d) Finally, the methodology of the scale provides a means of securing an evaluation of behavior level without subjecting the child to possibly disturbing conditions such as may be encountered in the usual type of test."

There is only one difficulty in using the scale with blind subjects—the fact that there are a number of items in which vision is so important that only a very superior blind person can attain proficiency and the average blind person depends upon assistance from seeing companions. Naturally a survey of a blind population results in an average score considerably below the norms for the seeing (see Bradway [24]) but Dr. Doll, the author of the scale, believes it should be given without change, suggesting that the lower score be taken as a measure of the handicap. With sufficient use with blind subjects, the average attainment may then be taken as the norm for the group, against which individual blind persons may be measured.

Two parts of the Ohio Guidance Tests for Elementary Grades provide a measure of the social status and social attitudes of children in their school groups and point to weaknesses deserving the teachers' attention. The *Ohio Social Acceptance Scale* is administered by giving the children a list of classmates which each child is to mark according to a series of six numbered descriptive paragraphs, writing 1 before the names of "My very, very best friends"—"I would like to spend a lot of time with this person and would

enjoy going places with this person. I would tell some of my secrets to this person and would do everything I could to help this person out of trouble, etc."; writing 5 before the names of those "I don't care for"—"I say 'hello' whenever I meet this person around school or on the street, but I do not enjoy being with this person. . . . I would rather be with someone else, etc." The results of this test would tell the teacher the degree of acceptance of each child by other members of the class and indicate points at which assistance might be given to accelerate his social maturing. No particular difficulty would have to be met in giving this test to blind children who could read braille well enough to recognize the names of their classmates or identify the names when read by the teacher. She should read the descriptive paragraphs, and then allow time for the children to locate the names they wish to mark, suggesting that they make one short *downward* stroke with a short pencil for number 1, two for 2, and three for 3, and one *horizontal* line for 4, two lines for 5 and three for 6. As a further guide to the fingers, creases in the paper just under the names might be made before the sheets are passed out, or a row of three or four dots might be embossed before each name. As most classes of blind children are small, a single sheet would probably be ample.

The *Ohio Recognition Scale* would give the teacher much information about the traits of individuals as judged by their classmates, nine desirable and nine undesirable characteristics being covered. In this test the teacher reads a descriptive paragraph and asks the pupils to write the names of pupils who behave in the way sketched. "Are there any 'sissies' in our room? These boys and girls act like babies. They cry even when they are not hurt very much. They would rather play with smaller children. They don't like to play some games because they think they are too rough. Are there any children like



this in our room? Who are they?" This test could be given in any grade where the children could write the names of their classmates. The teacher should read the descriptive paragraphs, and then ask the pupils to write the number of the paragraph and the names of the children who fit it. Probably they should be instructed to write the word 'nobody' if they do not write any name, so all will be making a noise with their braille slates.

In both of these tests, the confidential nature of the answers should be explained—that no one is to sign his paper so that the teacher will not know which child marked any one, and that the complimentary or uncomplimentary scores which each child receives will be a private matter between pupil and teacher, just like his record of grades in subjects and other personal data about his school career.

*Judgments Characteristic of a Socially Competent Person* cannot be considered as a test of social competence, since it measures opinion or belief and not action. As someone has aptly put it, "Saying is not believing and believing is

not behaving." A competent person is to be judged not by what he says or believes, but by what he does. But the test might have very great value in the motivation of students. Through the presentation of an interesting series of practical problems in health, personal economics, family community relations and social-civic relations, followed by class discussions of accepted scientific teachings in contrast to popular misconceptions and common superstitions, a considerable educational result might be achieved. The test may be given to blind subjects without difficulty. The teacher should read the situation once or twice, according to the length and complexity of the description, and then ask the students to judge the alternative answers one at a time, writing on their braille slates the letter *c* for "correct, I agree", or *i* for "incorrect, I do not agree." Or dot sheets may be used upon which the students may mark the first dot of each pair to indicate agreement, and the second dot to indicate disagreement. The items in the test seem satisfactory for use with blind pupils.

*Tests suitable for use with the blind*

(listed in the same order in which they appear in this article)

|                                                                    |                                                   |
|--------------------------------------------------------------------|---------------------------------------------------|
| Bernreuter Personality Inventory                                   | Grades 9-16 and adults                            |
| Robert G. Bernreuter                                               |                                                   |
| Stanford University Press, Stanford University, California         |                                                   |
| Bell Adjustment Inventory                                          | Grades 9-16 and adults<br>Student and adult forms |
| Hugh M. Bell                                                       |                                                   |
| Stanford University Press, as above                                |                                                   |
| Kuder Preference Record, Form AH Personal                          | Grades 9-16 and adults                            |
| C. Frederic Kuder                                                  |                                                   |
| Science Research Associates, 228 S. Wabash Avenue, Chicago 4, Ill. |                                                   |
| Personal Audit                                                     | Grades 9-16 and adults                            |
| Adams and Lepley                                                   |                                                   |
| Science Research Associates, as above                              |                                                   |
| Minnesota Personality Scale                                        | Grades 11-16, men and women                       |
| Darley and McNamara                                                |                                                   |
| Psychological Corporation, 522 Fifth Avenue, New York 18, N. Y.    |                                                   |



- Minnesota Multiphasic Personality Inventory Ages 16 and over  
     Hathaway and McKinley  
     Psychological Corporation, as above
- Guilford-Martin Temperament Profile Chart Grades 9-16 and adults  
 Guilford-Martin Inventory of Factors STDCR  
 Guilford-Martin Inventory of Factors GAMIN  
 Guilford-Martin Personnel Inventory  
     Guilford and Martin  
     Sheridan Supply Co., Beverly Hills, California
- Humm-Wadsworth Temperament Scale Adults  
     Humm and Wadsworth  
     Humm Personnel Service, 1219 West 12, Los Angeles, California
- Scales for the Measurement of Social Attitudes Adults  
     L. L. Thurstone  
     University of Chicago Press, 5750 Ellis Avenue, Chicago 37, Ill.
- Attitude Scales Grades 7-16  
     H. H. Remmers  
     Division of Educational Reference, Purdue University, Lafayette, Ind.
- C-R Opinionaire Grades 11-16 and adults  
     Two forms  
     Theodore F. Lentz  
     Character Research Institute, Washington University, St Louis, Mo.
- A Study of Values College and adults  
     Allport and Vernon  
     Houghton Mifflin Co., 2 Park St., Boston 7, Mass.
- Rating Scale for Teachers College and adults  
     J. A. Starrak  
     J. A. Starrak, Ames, Iowa
- Army Officers Rating Scale Adults  
     Personnel System of the U.S. Army, Vol. II, 1919
- Probst Rating System Adults  
     J. B. Probst  
     Probst Rating System, 1843 Ashland Avenue, St. Paul, Minn.
- A Scale for Evaluating the School Behavior of Children Ten to Fifteen  
     Margaret L. Hayes  
     Psychological Corporation, as above
- Willoughby E M (Emotional Maturity) Scale College and adults  
     Raymond R. Willoughby  
     Stanford University Press, as above
- Vineland Social Maturity Scale Infant to adult  
     Edgar A. Doll  
     Educational Test Bureau, 720 Washington Avenue S.E., Minneapolis, Minn.



Ohio Social Acceptance Scale for the Intermediate Grades, Form G-3

Ohio Recognition Scale for Intermediate Grades, Form G-4—A and B

College of Education, Ohio University

Ohio Scholarship Tests, Ohio State Department of Education, Columbus, Ohio

Judgments Characteristic of a Socially Competent Person

Grades 7-12

Mort, Spence, Arnspiger and Eads

Bureau of Publications, Teachers College, Columbia University, New York

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A village to be operated and managed entirely by blind persons and their families is being established in Israel and is expected to be self-supporting in three months, it has been reported by Henry Morgenthau, Jr., general chairman of the United Jewish Appeal. The total cost of establishing the village has been set at \$125,000, which includes provision of \$85 a month for each family during the rehabilitation period. Six instructors are now training blind persons in various aspects of independent living, including the making of brushes, ceramics and upholstery. The settlement, at Gedera in southern Judea, includes a grocery store, a restaurant, a community center and sixty truck farms, all of which are to be operated by the blind.



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## THE INTRODUCTION OF GRADE TWO BRAILLE IN THE PRIMARY GRADES

IONE BIGGS

OUR SCHOOL was among those represented at the Louisville conference of primary teachers sponsored by the braille committee of the American Association of Instructors of the Blind in October, 1947, to discuss plans for an experiment in teaching grade two braille to beginning readers. It is hoped that this account of the way our school entered into the project and of the progress of the children involved may be of interest to educators in the field.

Since the purpose of the experiment was to determine whether or not the teaching of grade two braille to beginning readers was entirely practicable, all the first grade children who had had previous reading experience with grade one braille were excluded from the experimental group. We also excluded the first grade children whose mental age was below six years. These children were taught by another first grade teacher in another room.

This screening left a group of ten children ranging in chronological age from six to nine years and in mental age from six to ten years. Two of the children were Spanish-speaking boys, who could not be accurately tested because of their limited English vocabulary but who seemed to be ready for reading. The average intelligence quotient of the other eight, obtained from the Hayes-Binet general intelligence test, was 107. The only child in the group with an outstanding physical handicap other than blindness was a victim

of cerebral palsy with partial paralysis of the left leg and complete paralysis of the left hand. Seven of the ten children were totally blind.

When the plans for the experiment were being formulated at the end of October, 1947, these children had completed a reading-readiness period of two months. This period had been rich in varied group experiences and training in tactual sensitivity. Following closely the procedure outlined at the seminar in Louisville, the first introduction of reading material was the presentation of simple sentence stories printed in grade two braille. The children learned their names and simple instruction words such as "jump" and "run" by playing games with them. Two- and three-sentence stories about their experiences appeared on the bulletin board, placed at an easy reading height. These stories were kept as nearly as possible to the vocabulary of the first pre-primer of the series chosen for the experiment. The group learned to jump rope and to play with a kitten and a puppy and when at last a book was given them, they were delighted to be able to read about the similar experiences of Alice and Jerry.

Then came reconstruction of the stories in the book with sentence and phrase cards and games with word flash cards that provided drill in instant recognition of words by form. Words were presented as a unit with no attempt to explain spelling or the dot numbers of the braille letters and symbols. The children learned to associate the braille character with the word meaning, whether it was

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spelled out in full, abbreviated or contracted. One- and two-cell word signs were learned as any other word unit. This "touch" rather than "sight" vocabulary was built up by many contacts with the word in varied contexts. It was not until the child felt a need for tools in attacking new words independently that beginning consonants and vowels were brought to his attention. Any questions asked concerning contractions and symbols were answered by the teacher.

When writing was begun after a simple reading vocabulary had been established, emphasis was placed on rapid word recognition to overcome the tendency to hesitate in reading to explore the make-up of each word. Flash card recognition tests given individually during January and February showed that the words not instantly recognized were about equally divided between those in full spelling and those which were word symbols or contractions.

For a young child to write braille requires a tremendous expenditure of energy even when the softest paper is used. How wonderful for him to be able to write a simple sentence with the same physical effort necessary to punch the dots of a single word in full spelling. The children learned the dot numbers of the letters of the alphabet and the word symbols together. Oral spelling drill taught them that although they wrote the word "work" with only dot 5 "w", the word was spelled "w-o-r-k". The letter contractions gave them no trouble because each time the contraction was mentioned the letters forming it were mentioned, as, the "t-h" sign or the "c-o-m" sign. The response to oral spelling drill was excellent.

By the middle of February the experimental group had completed the four pre-primers of the Alice and Jerry series, supplemented with as much other pre-primer level reading material as their teacher had time to put into braille for them. Through March the primer, "Day In and Day Out," was read, and in April

and May the first readers, "Round About" and "Anything Can Happen." Selections from the first book of the "Safe and Healthy Living Series" and "Wonderworld of Science Series" were used; but the books were not read completely until the next year, because they were printed on every line, making them difficult for first grade children to read. These books are used in the second grade in the public schools.

We felt that the experiment had proved successful and were happy to have the program assured for another two years by the printing of the second and third grade texts in grade two following the 1948 convention of the American Association of Instructors of the Blind. However, our school was faced with a very considerable problem, that of teaching sixteen children who were ready for the second grade but who were reading three forms of braille. Those children who had been excluded from the experimental group because of previous introduction to grade one braille had continued reading grade one and were now ready for second grade work. One child, who needed to repeat second grade work because of immaturity, was reading grade one-and-one-half braille. It was decided that an attempt should be made to weld these three groups together by teaching grade two braille to the children who had not learned it, in separate reading classes with individual help given by one of the first grade teachers until they had gained sufficient skill to join one of the groups reading grade two. All of the beginning readers in 1948 were taught grade two braille.

This task of binding the second grade together proved to be less difficult than had been expected. At first the spelling and writing periods were the only ones in which all the children worked together. Each contraction and word symbol occurring in the second grade spelling lists was given special attention. Practice in writing these words in isolation and in sentences gave the drill needed by those



children who were learning them for the first time. Of course, the emphasis on oral spelling was continued. New grade two contractions appearing in the reading material were used for writing drill for all groups. The child who had learned grade one-and-one-half the previous year was reading grade two well enough to join the experimental group after the first school quarter and several who had read grade one were able to join the experimental group at mid-term. Some of these gained sufficient skill to join the best readers in the experimental group. By the end of the year all sixteen were reading second grade material well. The good readers covered all the available reading material and were eager for more.

The only reading tests printed in grade two braille of second grade level were those published in "My Weekly Reader." Although these tests are not standardized, they are used widely in the public schools to indicate reading level attainment. The mid-term average reading level score for the sixteen children, including those with only one year of reading grade two braille, was second year, first month, with the range from first year level to third year, eighth month. At the end of the year the average was brought up to second year, third month level. Fourteen of the children gained second year level or better. The present second grade who have all read grade two braille in first and second grade work made a mid-term class average of second year, third month.

Our first three grades are now using grade two braille. The children seem to experience less physical fatigue in reading than did former groups and the teachers feel that the brevity of grade two is directly responsible. The actual distance covered in the movement of the fingers to gain the meaning is much less in grade two than in grade one. There seem to be fewer regressive movements of the fingers in reading the shortened form of braille. These regressive movements, movements from right to left followed by forward

or left to right movements, slow the braille reader just as do the regressive eye movements of the child reading print. Dr. Pauline Fertsch Eatman (1) in studying motion picture records of braille readers found that poor readers make many more regressive finger movements than good readers and that from six to seven per cent of the reading time was spent in making the return sweeps of the hands from the end of one line to the beginning of the next. The abbreviated character of grade two braille makes possible the elimination of many of these time-consuming return sweeps. In the first story of the third grade reader, "If I Were Going," there are thirteen more lines to be read in the same four and one-half page, or one hundred and eleven line, story printed in grade one-and-one-half than in grade two.

The expected advantage of the use of grade two from the beginning was the elimination of the relearning process in progressing to each successive grade of braille, often making it necessary for the child to learn common words in three different forms. We found that grade two offered an unexpected advantage to the slow learning child and to the child with a short attention span. Often such children reading the tedious grade one would be unable to maintain alertness and would lose the thread of meaning before reaching the end of a long sentence.

It is the opinion of the five teachers here who have worked with these three groups that grade two braille has many advantages and has caused no great difficulty in teaching writing and spelling.

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(1) Eatman, P. F. *An Analytical Study of Braille Reading*. Dissertation, University of Texas, 1942.

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## ERRATUM

In the "Directory Changes" on page 45 of the February issue of the *Outlook* the address of the Xavier Society for the Blind should have been 154 E. 23rd Street.



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## FLORIDA COOPERATIVE FOR THE BLIND

R. W. YOUNGMAN

A COOPERATIVE ORGANIZATION has been formed by private and state agencies for the blind of Florida. It has adopted a seal which will be found on all products distributed by it. This seal symbolizes the cooperative effort of the participating lighthouses and the state agency and has already become symbolic of quality products at competitive prices.

Each of the participating organizations for the blind have two representatives on the executive board of the cooperative. The home industries workers are represented by the state agency and the cooperative serves these geographically scattered workers on a state-wide basis.

The sale and distribution of products made by the blind, in sheltered workshops and by home industries workers, has always been a problem. The cooperative was formed to expedite the sale of these products, and the private agencies and the state agency have combined their efforts and committed their resources to successfully carry out the sales program set up by the cooperative.

Since its organization in October 1948, the cooperative has standardized products and stabilized prices of mass production items. Through its merchandising representative the cooperative has found sales outlets for mops, brooms, rubber door mats, bank bags, sheets, and pillowcases manufactured by the workshops. Two members of the cooperative have reported gross sales for the first six months of 1949 have exceeded sales for the entire year of 1948 due to the Florida Cooperative for the Blind.

The cooperative has sold a considerable quantity of products manufactured by home industries workers. These products include clothespin bags, ironing board covers, brooms and novelty items. A beautiful new formica portable showcase has been furnished by the Tampa Lions Club for the use of the cooperative and will be used to display and sell home industries products throughout the state of Florida. State, county and city purchases are adding to the total sales daily, with some of these orders going to the workshops and some going to home industries workers.

Plans for the future are: to employ more sales personnel; to handle regular "house to house" routes selling brooms, mops, and other cooperative products; to set up temporary sales booths in county fairs and state expositions; to set up permanent salesrooms throughout the state, offering novelties and other gifts shop items made by the blind; to enlarge the scope of our sales activities by sending price lists of mass production items to other states and to submit bids, through proper channels, to secure federal government orders; to set up central purchasing of raw materials used in the manufacture of products sold by the cooperative; to establish a central collection warehouse for home industries products.

The present members of the Florida Cooperative for the Blind are: The Florida Association of Workers for the Blind, Inc., Miami, Florida; Hillsborough County Association for the Blind, Tampa, Florida; Lions Industries of the Palm Beaches, Inc., West Palm Beach, Florida; all private agencies, and the Florida Council for the Blind, Tampa.

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R. W. Youngman is merchandising representative for the Florida Cooperative for the Blind.



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## HOUSING FOR THE BLIND

MARGARET GRUNWALD and JANE DEVEREAUX

THOSE OF YOU who are familiar with the study of the needs of the blind in metropolitan Detroit carried on by the Detroit League for the Handicapped between 1940 and 1945 will recall its emphasis on the development of community resources to meet the needs which were uncovered. You will remember also the pattern established in the course of the study—that the League, working with other agencies cooperating in the study, assumed responsibility for including in its own program those services which could not be expected to develop otherwise.

One of the recurring problems encountered as we talked with blind people was that of suitable living quarters. Throughout the city, case workers in all agencies serving blind people gave continuing reports that housing constituted a difficulty which they had neither staff nor time to solve. The blind person, sharing crowded quarters, or living under substandard conditions, found it difficult if not impossible to learn of advertised vacancies in time to get there before they were filled. Costs were prohibitive in many cases, while the prejudices which many landlords felt against having a blind tenant added still another problem to the load of those who were struggling to secure for themselves the right to be considered individually on their own merits.

Therefore, in July 1946, the Detroit League for the Handicapped, in cooperation with the East Side Lions Club, undertook a detailed

study of the housing needs of the blind. The professional social worker who made the study, in addition to examining the current living plans of 508 blind people, undertook to explore the attitudes of landlords toward taking blind tenants. This was done through contacts with one hundred landlords, representing the usual variety of living arrangements:

|                                 |       |
|---------------------------------|-------|
| Institutions and clubs          | 21    |
| Convalescent homes              | 15    |
| Light housekeeping rooms        | 25    |
| Room and board—commercial       | 23    |
| Room and board—private homes    | 13    |
| Sleeping rooms near restaurants | 3     |
|                                 | <hr/> |
|                                 | 100   |

The selection of resources sought was based on the proportion of the accommodations in use by the blind individuals whose plans were examined through the case records from the Detroit League for the Handicapped, the Division of Services for the Blind, Aid to the Blind, and the infirmary division of the Wayne County General Hospital.

The results of this exploration confirmed the need for special assistance for blind people in the matter of housing. Answers from fifty-five contacts were definitely negative; four were doubtful and forty-one indicated that if there were vacancies blind people would stand an equal chance with the sighted. The highest proportion of affirmative answers, coming from convalescent homes, provided a possible solution to only a small number of special needs, and did not, of course, offer any hope to the large number of

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Margaret Grunwald is housing worker and Jane Devereaux is supervisor of the social service department at the Detroit League for the Handicapped.



blind people engaged in training or employment plans. The next largest group of living accommodations, in commercial boarding houses, would be suitable only for one who had a high degree of personal adequacy, with no need for individual attention, and who was prepared to share a room in most cases. This again meant that few blind people seeking assistance in housing would find such quarters satisfactory.

In July 1947, financed by the Mendelson Fund, the Detroit League for the Handicapped added a housing worker to the staff. Her assignment was to establish a registry of living accommodations available to blind people, to be used by all agencies in the city. It was expected that this would take a year. An important aspect of the service was seen to be the opportunity it would give to make known to a diversified public the abilities of blind people, their individuality and their real needs; to take the place of the widespread ignorance and prejudice found in the original housing study.

All contacts during this first year were made without any specific request for housing service from a blind person. This was felt to make a real difference in the results, as many of those who answered negatively showed an intelligent interest in programs serving the blind. If a specific person has a need for accommodations, the answer might have been affirmative. In 408 personal contacts, only 108 affirmative answers were given. Eighteen were doubtful and 282 were negative. Almost all telephone contacts in response to newspaper advertisements (191) were negative.

In the light of the first year's experience then, the worker's assignment was altered to provide for specific assistance in connection with an expressed request from a particular individual. This involved fewer general contacts, with more time for each call. A basic feature of the plan was that while general interpretation was given by the hous-

ing worker of what would be involved in having a blind tenant, the actual introduction of the individual and the working out of the adjustment between landlord and tenant was made by the blind person himself with any necessary help from the case worker who knew him best. This plan retained the idea that the registry should be a resource for all agency workers, with full acknowledgment that a suitable living plan for any individual involves much that is very personal which cannot ever be assessed by a stranger.

Those who had given affirmative answers when the establishment of the registry was being attempted proved to be of little help in this phase of the program's development. The general shortage of all types of housing in Detroit at this time meant few vacancies. Some people too found a great deal of difference between a general affirmative answer and a specific request which required a definite acceptance of responsibility.

Those people who were seeking sleeping rooms derived the most help from this service. An important contribution was made by a young blind man, accepted by one of the branch residences of the YMCA on a trial basis during a period of vocational training, who proved that he could get along in a sixth floor room in a building without an elevator. The next group served most successfully was composed of those who wanted a room and board situation offering some additional service such as laundry. The least success was encountered in the search for housing for families with children, in a period when security deposits for houses were being required, when rents were high and when children were seldom welcomed by landlords under any circumstances. For these people we had to be content with continuing interpretation of their needs to the City Housing Commission, working towards admissions to public housing projects.

April 1950 will mark the end of this special housing service. Except for special individual



problem cases, the volume of requests for the service is continuing to decrease as housing in general becomes more available in the community. Case workers in agencies serving the blind are informed now that there is no ready-made place for the client with a housing problem, there is better understanding that continued exploration, search, selection and individual adjustment must go into the process as into any case work problem.

In reviewing the contributions which this special project has made, we note that ninety-three referrals, involving all people, have resulted in eighty-seven placements for ninety-four people. Of even greater importance, however, is the opportunity to talk about blind individuals with 1087 people who might not otherwise have had any knowledge of how blind people live. The fears encountered among landlords, tied to specific matters, involved in feelings about property, gave excellent indication of the continuing need to individualize people without sight as we introduce them to their fellow citizens. The blind tenant's likelihood of burning down

the house, overflowing the sink, clogging the plumbing, falling down the stairs, frightening away other tenants, were oft-repeated worries which had to be anticipated or discussed fully over and over. That a poorly selected sighted tenant might also bring about such catastrophes needed repeated emphasis in our effort to make suitable referrals.

From this experience, then, we conclude that there is likely to be the same ignorance and prejudice concerning blind people as tenants as exists in other areas of community life. As in training and employment, continued individualization and interpretation is necessary, but the best evidence of all is the successful adjustment of the blind individual in a situation which has been especially selected to meet his needs. Some blind people will need help with this, because of difficulty in finding and following up leads which sighted people use as a matter of course. In housing, as in employment, individualization which seeks to remove from the blind as a group the stigma of general inadequacy is the key to greater opportunity.

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## FROM MY ORINDA GARDEN

FEBRUARY 11, 1950

RICHARD S. FRENCH, PH. D.

THIS HAS BEEN a gloriously clear day, not a fleck of cloud, the air warm and the oranges all the more golden because of the golden sun. Which reminds me of a saying of a great Bostonian, "Weather-consciousness can only be a source of misery!" That may be true of the New Englander and of New England weather but the Californian who is not weather-conscious is just *not* conscious! Only two days ago

one of those northwestern storms, coming down from the Gulf of Alaska, brought rain and wind. The cedar waxwings, rare but beautiful, though songless, visitors, lined up on the telephone wires and electric conductors, all facing the rain, hundreds of them awaiting some signal for flight. They are here to strip the last berries from the pepper trees and to glean what lingering fruits the robins have left.

I have been pondering on just what is

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<sup>1</sup>This is the second in a series of "reflections" by the former superintendent of the California School.



"objective" and how the blind, particularly blind children, may learn *objectively*. The weather surely is objective and every blind person not a confirmed radiator sitter, must experience the weather and come to know its changes, its vagaries, its monotonies and extremes. Which leads unavoidably to the thought that objective learning means activity, a well-rounded experiencing of objects, acts, conditions, changes. Which means in turn that the blind child gets very little from running his hands over a skeleton, a stuffed cat, a wax model of a pear in a "museum". Reverting again to one of those June days in 1928 I recall the very tone of Dr. Allen's voice in commenting on the Perkins museum. "*Museum implies dead things and what we want is enriched living*," followed by a long discussion of just how the blind person is to integrate from restricted sense data the complex space-time world of material things and processes and the even more important world of relationships.

We might have touched upon the now classic discussion at the A.A.I.B. convention of 1916 at Halifax. The reader may refresh his memory by referring to the *Proceedings* of that year or to my *From Homer to Helen Keller*, pages 144-145. At any rate our conversation went on from the more obvious meanings of objectivity to the nature of experience and how to overcome the empirical limitations imposed by blindness. Our general conclusion was that vivid and meaningful active experiencing of even a limited segment of "normal" life and its conflicts and partial solutions is worth worlds of bookishness and verbalism.

It is a far cry from that June day in the tradition-hallowed precincts of Perkins to the banks of a little river in the redwood forests of our Mendocino. My two sons and I were camping out, more or less roughing it, fishing, hunting, picking wild fruits, hiking, swimming, avoiding poison oak and rattle-

snakes and otherwise getting close to Nature. A fourth companion was a totally blind boy of high school age, who had always led a limited and very sedentary life. His parents' "means" obviated the necessity of a profession, and his whole time was given to mathematics and physics, in both of which he was a genius. But here he added in three short weeks a store of experiences to which he refers each time we meet on the street or in the coffee shop. He wanted to do all the things he had never done; slide down steep banks, sometimes through a tangle of brambles; walk the narrow log footbridge; plunge into the old swimming hole; explore the tidal pools of the nearby ocean; catch the small rock crabs in spite of threatening pincers; measure a giant redwood by successive huggings; feel the tug of a trout on the baited hook; drink prone from the cold, clear spring; and at night by the campfire hear stories such as lumbermen, sea captains and fishermen tell, and the blood-curdling adventures of the hunter with puma and grizzly. The fact that bears came in at night and broke down orchard trees for their ripe fruit and a prowling mountain lion disturbed the farmer's pig just a few yards away added real shivers to factual stories of adventure.

But Arthur lived his own life, too. Each day his amateur radio construction progressed and with small storage batteries for current he was able to get stations as far away as British Columbia and to contact other amateurs up and down the coast. The daily novel adventures were woven into the old life, and discussion among the boys and with the adults in camp enriched the reality of experience with the reality of thought and reason. Who can say that the man who is now the mature scholar who has studied relativity with a pupil of Einstein, listened to the lectures of Bohr and deSitter with complete understanding and ventured far into the sub-atomic world, has not led a *real* and *objective* life?



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## RETIREMENT OF W. McG. EAGAR, C.B.E., M.A.

ROBERT B. IRWIN, LL. D.

WORKERS FOR THE BLIND in the United States received something almost amounting to a shock when they learned a short time ago that Mr. W. McG. Eagar was about to retire as Secretary-General of the National Institute for the Blind in London. Friends of the blind on this side of the water first met Mr. Eagar when he came to the World Conference on Work for the Blind held in New York in 1931. They were tremendously impressed with the energy and breadth of view which he brought to bear on every problem. Few executives in our field have assumed responsibility for an organization for the blind with as broad a preparation for such duties. During his student days at Oxford, Mr. Eagar spent some of his vacations at the University Settlements, and several years after leaving the university he went to live and work in South London. There he undertook welfare work through which he became acquainted with the home environment and working conditions of the people of that district, and organized a boys' club for those who had hitherto found their recreation in the streets. He also conducted a housing survey in this section. The outbreak of the first World War found him assistant director of the Borstal and Central Association, in which capacity he was responsible for the after-care of all discharged convicts, as well as the boys from Borstal. He served with the British Army in France in 1917 and 1918 and at the close of the war returned to the boys' clubs and for a time to prison work. Then the housing question, which post-war conditions made very pressing, claimed his services, and he became administrative inspector of the London Housing

Board. Later he became secretary of the Garden Cities Association and was engaged in this work when he was called upon to organize the Land and Nation League. Mr. Eagar was appointed secretary and manager of the National Institute for the Blind in 1928, and entered upon the administration of that office with the energy and enthusiasm which had characterized his work in other fields. He planned at first to remain only three years in this position while he carried out a reorganization of the agency. However, he became so interested in the work and so involved in various ramifications of work for the blind in Great Britain that he continued in this position for twenty-one years.

During Mr. Eagar's administration, services for the blind in Great Britain have expanded tremendously. What amounts to practically a revolution in work for the blind took place as the municipalities and other governmental agencies assumed much of the financial burden of services to the blind. During this time the voluntary agencies had to adjust themselves to the new situation. At one time it looked as if they would largely pass from the scene. However, a plan for cooperation with the public authorities gradually evolved so that the sightless people today have most of the advantages of liberal support which comes from taxation coupled with the experience and heart interest of the voluntary agencies. In all this sweeping change the National Institute for the Blind, guided by Mr. Eagar, took the leadership and out of it all has come a practical, smoothly working machine in which cooperation is the keynote.

An associate of Mr. Eagar's recently said



that he has two characteristic traits in which lie much of the secret of his success—the first is the intense pleasure he has always taken in his work; the second is his lively curiosity. This voracity for information has equipped Mr. Eagar with extensive knowledge in his special province of social welfare, not only with regard to its present national manifestations but those in other countries and other ages.

Those of us who were associated with him at the International Conference on Work for the Blind held at Oxford last year were impressed with his inexhaustible energy, his good judgment, and his organizing ability. Much of the success of the conference was due to his careful planning of every detail.

Mr. Eagar recently said, "I am retiring not because I am worn out but because I thought it best to follow the rule which I myself advised the Council to adopt years ago, that the normal retiring age for members of the staff should be sixty-five." Whether or not one agrees with the soundness of his reason for retiring, all will admit that he is not worn out and one wonders whether work for the blind can afford to pay the price of losing his services for the sake of this dubious principle. We hope, however, that Mr. Eagar will not withdraw completely from work for the blind. We trust he will enter a field of endeavor where we may all continue to benefit from the results of his efforts, and that he will be active for a long time to come.



## WHEELING SECURES NEW CENTER FOR THE BLIND

CHARLOTTE T. SCOTT

IN THE SUMMER of 1948 several members of the Seeing Hand Society, the only organization in our state which is incorporated to serve the blind, set out to comb the town for a home or club room to be used by the blind. They appealed to all the clubs and many of the churches of the city. Finally when even the mayor and city fathers were unable to furnish us with a location, one of our good city officials saw an opportunity to support a group of people, the blind, who had been forgotten for many years in our state of West Virginia. And so Mr. Joseph Jefferson, the city treasurer, got a number of the American Legion members to help him launch a drive for \$25,000. The plan was to collect this sum in the name of the "Seeing Hand Society, Incorporated" and buy the

old American Legion building at the price of its cost to them some twenty years ago.

But according to the by-laws of the Seeing Hand, it is impossible for the organization to own or maintain property, and that necessitated choosing a new group of trustees who own, and control the activities of, the building. This new board is composed of five blind people from the Sightless Workers Guild, five from the American Legion, and five good citizens of Wheeling. We members of the Seeing Hand compose the active service group, and work at the Blind Center, using it as our office and supply station, and also as a workshop and sales center for merchandising articles which the blind make in their homes. The full title of our new home is "The Community Foundation for the Blind and Visually Handicapped of Ohio County," West Virginia. Although the building is paid

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Charlotte T. Scott is president of the Seeing Hand Society, Inc., Wheeling, West Virginia.



for, all remodeling done, and enough money left over to maintain it for two or three years, we are attempting to raise enough money to assure the future of the center.

The house is a well-built brick residence and practically all the repairs and alterations were done by volunteer help. For instance, last summer on two consecutive Sundays seventeen volunteer painters came and painted the entire inside of the house and also the outside woodwork. We are well-equipped with two kitchens completely furnished with electric stoves and refrigerator; pianos on the first and second floors; two good radios; dishes enough to serve one hundred guests; a well-equipped braille library, including a dictionary, a full set of the Bible, and several periodicals, such as the Readers Digest, a hymn book, etc. We can accommodate about 150 chairs on each of the first two floors.

We have, living on the third floor, a very fine and responsible middle-aged couple, who take care of the house, clean up after meetings and parties and answer the telephone when our part-time caseworker cannot be there.

We hold office hours in the Center, have supplies delivered to the place and are opening some classes for the men and women to learn to make some of the things they have so longed to produce with their very own hands. We have a showcase for displays and hope soon to be making things in such volume that we will be able to merchandise them in some of our department stores.

We had a Seeing Hand "get-together" for the purpose of acquainting the blind with the new building, so that they could be the real hosts and hostesses at the time of the dedication ceremony, and they loved that friendly visiting hour so much that now we have our informal gatherings twice a month. Reverend Carroll Thorne took charge of the dedication of the Foundation on January twenty-second, the ladies of the G.A.R. presented an American flag to the organization and congratulatory telegrams and best wishes for the success

of the organization were received from the American Foundation for the Blind, the State Department of Rehabilitation and the Governor of the State of West Virginia. The main address, including the history of the organization, was given by Mr. Joseph Jefferson. Representatives from the various local civic and benevolent groups were present, in addition to the city manager and assistant mayor.

We are most happy because of this realization of our dreams come true and hope to build up an organization which will greatly benefit our blind friends of the Ohio Valley.

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### WHITE CANES FOR THE BLIND

Lions International, Chicago, Illinois, states that the idea of the white cane for the blind came to the attention of the public for the first time in the city of Peoria, Illinois, at Christmas time in 1930, when the Peoria Lions Club, through the efforts of its president, George N. Bonham, presented white canes to the blind of that city. From that beginning the presenting of white canes to the blind for their safety in traffic has grown to be not only a national movement, but international in its scope. Being brought to the attention of other Lions Clubs throughout the state of Illinois, it was adopted as a state movement and later brought before an international convention of Lions in Toronto and there adopted as an international movement.

Since then thousands of white canes have been placed in the hands of blind persons throughout the United States; and in many foreign countries the blind have been given the same protection. The white cane for the blind is usually somewhat longer than the average walking stick, as it is used more as a guide than a support in walking, and the lower six inches is red.

In the major cities of the United States, ordinances have been passed governing the use of the white cane, and many of the smaller cities have followed this excellent example.



As of December 15, 1949, the following thirty-four states have White Cane Acts for the protection of the blind in traffic: Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Carolina, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington, Wisconsin, Wyoming.

—O. E. Day

### CONFERENCE OF SOCIAL WORK

The American Foundation for the Blind is sponsoring two programs under the chairmanship of Miss Evelyn C. McKay in connection with the National Conference of Social Work which meets in Atlantic City, April 23rd to the 28th. Both sessions will be held in the Solarium Room of the Jefferson Hotel.

The Foundation's first session on Tuesday, April 25th at 2.00 p.m. will be directed to a discussion of the general topic, "Current Concepts of Blindness in American Culture: Their Relationship to Social Case Work Practice." Dr. Joseph S. Himes, Jr., Professor of Sociology, North Carolina College at Durham, will present a paper on "Current Concepts of Blindness in American Culture," and Miss Dorothy K. Anderson, assistant state supervisor, home teaching section, Pennsylvania State Council for the Blind, will discuss "The Relationship of These Concepts to Social Case Work Practice." Dr. Eduard C. Lindeman, Professor of Social Philosophy, New York School of Social Work, will preside.

The Foundation's second meeting will be held on Thursday, April 27th, at 2.00 p.m. "How Can We Better Serve Our Aged Blind?" will be the subject of discussion. Miss Ollie A. Randall, consultant on services for the aged, Community Service Society of New York, will present a paper, "The Aged

Blind in an Aging Population," and Miss Flora Fox, executive director, Central Bureau for the Jewish Aged will discuss "Serving the Aged Blind through Community Resources." Mr. George F. Meyer, executive director, New Jersey State Commission for the Blind, will preside.

The Foundation also plans to maintain a booth for consultation service and an exhibit of recently developed devices and appliances useful to blind individuals in their daily activities.

### BOYS AND GIRLS WEEK

The thirtieth annual observance of Boys and Girls Week will take place this year from April 29 to May 6.

With the theme, "Youth's Responsibilities," the program is designed to focus public attention upon the interests, activities, potentialities, and problems of youth and to give impetus to character-building activities of youth-serving agencies. It calls attention to the organizations and programs serving the needs of youth, and seeks to arouse the interest of the entire community in supporting measures to strengthen and insure the wholesome, purposeful development of all boys and girls.

The activities planned emphasize important factors in the growth of youth, including citizenship training, education, recreation, occupational guidance, home life, religious education, health and safety, tolerance and understanding among nations and peoples, and membership in boys' and girls' organizations. Plaques will again be awarded to those communities sponsoring the best Boys and Girls Week observances in the United States and Canada.

Suggested daily programs for the week include Citizenship Day, April 29; Day in Churches, April 30; Health and Safety Day, May 1; Day in Schools, May 2; United Nations Day, May 3; Careers Day, May 4; Family Day, May 5; Day of Recreation, May 6.



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## NOTES FROM THE FOUNDATION LIBRARY

*The items mentioned on this page may be borrowed without charge from the Reference Lending Library of the American Foundation for the Blind*

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Lea and Febiger, of Philadelphia, has just published *The Principles and Practices of Rehabilitation* by Dr. Henry H. Kessler in collaboration with other authors. Chapter 20, "Rehabilitation of the Blind," is written by Evelyn C. McKay, who discusses: Definitions of Blindness; Physical Restoration; Blind Children and Blinded Adults; The Newly Blinded Adult; Further Steps in Personal Readjustment; Rehabilitation Centers; Social Rehabilitation; Vocational Rehabilitation; Sheltered Employment; and Facilities for Rehabilitation of the Blind.

"Let's Build a Better Blind Man" by Lloyd Greenwood, in the *Journal of Rehabilitation* for January-February, 1950, tells the story of the Blinded Veterans Association. "Services of the Association are carried to blinded veterans, and through them to others throughout the country, by organized regional groups, of which there are now twenty-one. These groups sponsor state legislation; speak to groups of blind children; hold parties for hospitalized veterans; assist members with employment problems; work closely with the regional offices of the Veterans Administration. Meanwhile, a busy national office gives a large measure of individualized service in the solving of ever recurring problems—legal, financial, employment, household, personal."

"Retrolental Fibroplasia in Prematurely Born Children" by Dr. Anita Peek Gilger in the *American Journal of Ophthalmology* for July, 1949, is the report of a survey of retrolental fibroplasia in 229 prematurely born children weighing less than 2,268 gm. at birth, during a five-year period, made in Cincinnati.

"The purpose of this study was twofold. The first was to determine the incidence of retrolental fibroplasia in prematurely born children, together with any factors in the development of the disease which such a survey might unearth. The second purpose was to attempt to gain a better knowledge of the clinical course of this condition by observing a group of prematurely born infants at regular intervals from birth."

*The Way Ahead* (Memoranda on Blind Welfare No. 2) is a pamphlet published by the National Institute for the Blind in London, England. It consists of a report on the outcome of a conference which was held at Broadway, Worcestershire in October, 1948, by the Cooperation Committee which comprises officials appointed by the College of Teachers of the Blind, the National Association of Workshops for the Blind, and the National Institute for the Blind. Some of these delegates attended an earlier conference held at Broadway in 1944 which issued a similar report entitled *Five Ways to Employment for the Blind*. It was as a result of this earlier conference that the Cooperation Committee came into being, starting where *it* left off, and continuing to study problems of education, training and employment. The memorandum expresses the personal views of the delegates on recent legislation effecting changes in the blind welfare system of Great Britain. Topics treated are further education and training of the blind adolescent, rehabilitation and training of the adult blind, and employment of the blind in both open industries and sheltered shops. An appendix summarizes statutory orders and department circulars.



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## COURSES FOR TEACHERS OF THE BLIND

### UNIVERSITY OF WISCONSIN

The Committee on Child Development of the University of Wisconsin, in cooperation with the American Foundation for the Blind, for the seventh consecutive year, is including special training for teachers of the blind in its summer program. The following courses are to be offered:

*Special Techniques and Appliances Used in Teaching the Blind: Ed. 142.* Mastery of Standard English Braille Grade 2, operation and care of the braille writer, use of the Taylor and Brannan arithmetic slates, the Talking Book, square handwriting, writing boards and grilles, braille maps, models and specimens. Ten laboratory hours a week. 2-3 credits. Jennette Maris and P. C. Potts.

*Methods and Materials in the Education of the Blind in the Elementary Grades: Ed. 150.* Methods which have been adapted or devised for the more efficient instruction of blind pupils in tactile reading, writing, spelling, language arts, arithmetic, social studies, nature study, health, typing, music, dramatic arts, modeling, manual training and home economics. Five class hours a week. 3 credits. P. C. Potts.

*Advanced Problems in the Education of the Blind: Ed. 148.* For advanced students. A study of research and the development of methods for conducting research in this area; evaluation of newer methods of teaching the blind; methods of evaluating educational outcomes; methods of introducing new curricula; study of personality and adjustment problems; and evaluation of various types of guidance. Students will make

intensive studies of specially selected topics. Five class hours a week. 3 credits. P. C. Potts.

Other courses to be offered which would be helpful to special teachers include: Nature of the Exceptional Child, Correction of Speech Disorders, Diagnosis of Scholarship and Behavior Difficulties, and Principles and Practices of Guidance. All of the courses mentioned may be taken for graduate credit, but are open also to qualified undergraduates.

Registration is on June 23 and 24, and the eight-week session extends from June 26 to August 18. Preliminary arrangements should be made as soon as possible because the enrollment seriously overtakes lodging facilities. Communications in regard to courses should be sent to Dr. P. C. Potts, Educational Consultant, American Foundation for the Blind; those in regard to lodging to the Director of Residence Halls, Chadbourne Hall, Madison 6; and those in regard to other matters to Dr. Ira C. Davis, Chairman, Department of Education, University of Wisconsin.

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### UNIVERSITY OF MICHIGAN

The Summer Course for Workers with the Adult Blind, offered by the University of Michigan in cooperation with the American Foundation for the Blind, will be given this year from June 19 to July 28.

Two new courses have been added to the curriculum, "Case Work with the Blind" and "Mental Hygiene in Social Work." In addition, the following courses, offered in previous years will be continued: Introduction to Social



Case Work, The Field of Social Work, Psychological Effects of Blindness, History and Philosophy of Work with the Blind, Causes of Blindness and their Social Implications, Vocational Adjustment, Medical Information for Social Workers, Problems in Administration of Aid to the Needy Blind, Principles of Education for Home Teachers of the Blind, Braille Workshop, and Skills and Devices for the Blind.

This six weeks' summer course is designed primarily for employed workers who feel the need of mental stimulation or additional professional information, but cannot leave their jobs for more than a brief period. Any professional staff member of an agency for the blind is eligible for admission to the course, regardless of academic background. Home teachers, industrial instructors, social workers, rehabilitation counselors, placement agents, and executives will all find in the curriculum courses which will be useful to them in their day-to-day activities. In addition, beginning home teachers will be accepted as students, provided they have completed at least two years of college work and have reasonable assurance of employment.

Students are housed in the dormitories of Michigan State Normal College at Ypsilanti, Michigan (thirty miles west of Detroit), and the college has always been most hospitable in providing many privileges and conveniences to the students in this group and also in including them in the social activities of the campus. The cost for board and room on the campus will be \$132 for the six weeks' period, and tuition is at the rate of \$10 per semester hour. Most students carry six semester hours (three courses). Graduate students receive credit in the Institute of Social Work, undergraduates in the Extension Service of the University. Volunteer reading service is available for blind students through the kindness of the club women of Ypsilanti, and the Foundation provides a library of needed books in inkprint and braille.

Because of limited dormitory facilities it is important that students register early. For registration blanks and additional details about these courses, write to Miss Evelyn C. McKay, Co-ordinator, Summer Course for Workers with the Adult Blind, 15 West 16th Street, New York 11, N. Y.

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### HAMPTON INSTITUTE

The twelfth consecutive summer school for Negro teachers of the blind and the deaf will be held at Hampton Institute from June 19 to August 18. This training program is a co-operative project of the American Foundation for the Blind and Hampton Institute. It is under the direction of Dr. P. C. Potts, educational consultant of the Foundation, and Professor William M. Cooper, Director of Summer Study at Hampton. Other instructors are: Miss Esther T. Sigafosse, M.A., a teacher in the West Virginia School for the Blind; Prof. Elizabeth Benson, of Gallaudet College; and Mr. Joseph P. Youngs and Miss Margaret Daniels, demonstration teachers at the Kendall School, Washington, D. C.

The special courses to be offered this summer include: A Workshop Course on the Visually Handicapped, The Atypical Child, Special Techniques and Appliances Used in Teaching the Blind, the Language of Signs and the Manual Alphabet, Speech Reading, Auricular Training, and Workshops I and II for Teachers of the Deaf. Such subjects will be emphasized as reading, language development and speech. Other courses to be offered which would be interesting to teachers of special education are: The Arts in Therapy, Problems in Educational Research, Psychological Problems of the Teacher, Advanced Speech Problems, Techniques of Guidance, Child and Adolescent Psychology, and Personal Health Problems of the Teacher and her Pupils. An observation and demonstration class of special pupils will be conducted, and training will be offered for deaf teachers of



the deaf. This school has become the largest summer training center for teachers of the blind and the deaf in the country and an increased enrollment is anticipated. Information in regard to courses may be obtained from Dr. Potts; that in regard to living accommodations and expenses from Mr. Cooper.

### SAN FRANCISCO STATE COLLEGE

San Francisco State College is offering an extension program this summer for the training of teachers of exceptional children. The following courses would be beneficial to teachers of the blind:

280 *Physiology and Hygiene of the Eye*

The study of the anatomy of the eye; eye hygiene; common eye diseases and defects; vision testing. Integration of medical and educational services. The standards of eligibility of children in sight saving classes will be discussed. Visits to eye clinics required. Five class hours a week. 2 units. Mrs. Henderson

396 *Education and Methods of Teaching Blind Children*

A survey of the field of education for the blind. Specific instruction in braille and in pencil writing. Preschool education for the blind, kindergarten training, methods of teaching the elementary school subjects and recreation for blind children. Assigned observation required. Seven and a half class hours a week, plus clinical hours. 4 units. Mrs. Henderson and Dr. Lowenfeld

398 *Clinical Practice with Visually Handicapped Children*

Practice in the adaptation of materials to individual needs, including curriculum materials and tests. Will include the administration and scoring of tests either with partially sighted or blind individuals. Hours to be arranged. 1-4 units. Mrs. Henderson, Miss Calonne and Miss Romness

The regular session extends from June 26 through August 4, and tuition is \$36. For further information, address: Dr. Leo F. Cain, Director of Special Education, San Francisco State College, San Francisco 2, California.

### CATHOLIC UNIVERSITY

A new summer course is being inaugurated at the Catholic University, Washington, D. C., this coming summer, June 26—August 5, to train teachers of sight saving classes and teachers of braille classes. A very fine faculty, a clinic, lectures by an outstanding ophthalmologist, and other special features should attract many interested in these special fields of education. Address inquiries to: Dr. Roy J. Deferrari, Office of the Secretary General, Catholic University, Washington, D. C.

### DIRECTORY CHANGES

Page 80—Toledo Society for the Blind. Linda S. Clark is the executive secretary.  
Page 94—Tennessee School for the Blind, and Colored Department. A. W. Carroll has retired. Paul Stevens is superintendent.

  
**OUTLOOK**  
**FOR THE BLIND**  
*and*  
**THE TEACHERS FORUM**  
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*Editor*

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*By the Special Services Department*

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**RAISING MONEY.** The boys in Springfield, Missouri, have sent in a letter which is too good to keep private:

"Five of us here in Springfield formed a bowling team several months ago. While our progress has been satisfactory, we feel that our scores would improve immeasurably with the help of a bowling rail such as we have read about in your monthly column. . . . We are now in the process of raising money for the rail and would like to know exactly what it will cost us. . . .

"Incidentally, it may be interesting to other bowling teams trying to raise money for such a rail to know how we're going about it. We got the idea of taking an ordinary fruit jar and cutting a slot in the lid. Then each time one of our bowlers goes off in the gutter, he must drop a penny in the jar. When the manager of the public alley where we bowl saw what we were doing, he volunteered to match each week the amount of pennies we have tossed in the jar. The other leagues bowling at the same alleys heard about our rail jar, and they have now started fining their members for missing spares, fouling, and the like. It now looks as though we will have our money in very short order. As I said before, our original idea was merely to fine our own bowlers a penny for each time they went in the gutter, and the rest has all been spontaneous and voluntary. If you like, you may pass this idea along to other blind bowling teams."

It is to be hoped that the hundred orders needed to get the bowling rail in production at the price of \$22.50 will be received in plenty of time for teams to prepare for the Third

National Bowling Tournament for the Blind. Advance information is that this will be held at the Walnut Bowling Academy in Philadelphia on June 24 and 25, 1950.

**NEW MICROMETER.** Arthur Beijer, of Milwaukee, has designed a new modification of standard micrometers which many people feel is simpler to use than any others which have so far been put forward. During a visit to Milwaukee in early February, Mr. Beijer gave assurances that deliveries to this department would begin before the end of the month.

At a casual glance, this instrument resembles the ordinary Starrett micrometer of the style known as Model 230. On closer inspection, the graduations are seen to be deeper, and five variegated marks have been placed on the thimble at each five thousandth. On the sleeves, the hundred thousandth graduations have been extended around the complete circumference, the fifty thousandth markings are extended to one side, and the twenty-five and seventy-five thousandths are extended to the other. Reading is carried out in the normal seeing manner, except that a finger nail is employed in locating the graduations. Mr. Beijer has prepared a very clear and interesting set of instructions. All micrometers are fitted with ratchet stops and spindle locks. Starrett micrometers are used as the base units.

An extraordinarily beautiful job of machining has gone into the tooling up for the production of these micrometers. The finished products will, as a consequence, be completely uniform and dependable.

Ordinarily only 0-1" models will be in stock,



but other sizes, up to 6", may be ordered with delivery about a week after the manufacturer supplies the base unit. Following prices include packing and postage: 0-1", \$17.50; 1"-2", \$18.00; 2"-3", \$19.50; 3"-4", \$21.00; 4"-5", \$22.50; 5"-6", \$24.00.

**RECORD CHANGER-RECORDERS.** A few automatic record changers with recording heads are still available. These are General Industries units, Model G I RC 130 L. They will play twelve 10" or ten 12" records automatically. A reject button makes it possible to reject any record instantly. It handles records with either run-in or oscillating trip grooves. It provides a means for guiding pick-up needle into the playing groove automatically. The turn-table runs only at 78 r.p.m. The recording head is the same as that used on the All-Purpose Recorder. It has a crystal cutting-head. The price, F.O.B. New York, is \$23.00.

**GAUGE BLOCKS.** The Texas State Commission for the Blind has contributed the idea for a simple and useful set of metal gauges for making various small measurements. They are machined from cold-rolled steel. There are three different units. The first is simply a piece of stock measuring 4 by 1½ by ¾ inches. The second is a piece of stock 3 by 1 by ¼ inches. The last is made from a piece of stock measuring 2 by ⅝ by ½ inches with one end milled off to measure 1 by ½ by 1/16 inch. By combining the parts properly, a wide variety of measurements can be quickly established. If there is enough interest, it may be possible to have these blocks made up.

**PIE TRICK.** Rolling neat, even circles of dough for pies is, as most people know, quite a problem. It can be done, but most of the people who have talked about it say it is no cinch. One proposal that sounds good is to use a pastry board cover of chemically treated cloth. (Sears Roebuck lists it as Catalog No. 11 K 4106, 79¢ plus postage on 12 ounces.) On this the various circles likely to be used may be stitched with heavy twine. This department has not yet had an opportunity to

try the new one-armed rolling pins, the kind with a series of rollers. No doubt many readers have, already. The marked cloth and the one-hand rolling pin together should certainly solve the problem nicely. This department would welcome the experiences of any who have tried out this or any other method for rolling pie crust. The one-hand rolling pins are made by Magnus Harmonica Corporation of Newark, New Jersey, and list at \$1.69.

**SOLO CIGARET LIGHTER.** From time to time people have written about their pet cigaret lighters, and attempts have been made to check up on each one. Actually, what is needed in such a device? Why should this department bother with such things?

Recently a letter came in which was so eloquent and so enthusiastic about a gadget called the "Solo Lighter" that it seemed foolish not to study it—especially since it is manufactured down the street a little way and could be looked into during an unprolonged lunch hour. It seems to combine the virtues of most lighters people have raved about. The unique feature about it is that the fuel compartment and wick can be removed from the main body of the lighter. This means that when it is filled, any accidental flooding does not embroil the flint and wheel. Moreover, the wick comes through the nut which closes the filling outlet so that its replacement is extremely easy. The wick also keeps the nut from straying, since it holds it hanging at the side of the tank. When the tank is filled, the nut is replaced and the unit is inserted into the lighter. To open the lighter and strike the flint, it is necessary merely to press the body of the lighter. There is a windproof arrangement such as was found on the old G. I. equipment, and this is shaped so as to guide the cigaret almost automatically to the correct position. Cigars are no problem; and for pipes the tank is removed after the wick is lit. Various finishes are available, but this department has stocked a polished, nickel-plated model. The price is \$1.20, postpaid.



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# OUTLOOK *for the* BLIND

## *and* THE TEACHERS FORUM

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### PARENTS ARE TEACHERS, TOO

FREDA S. KEHM, PH.D.

I HEARD RECENTLY that in a college course in public speaking the instructor told the students that before beginning a talk each one should ask himself the question, "Why am I here?" I asked myself that question many times in preparation for this meeting. I realize fully that all of you; physicians, specialists, teachers and parents; have far greater knowledge than I of corrective measures along medical lines. You are more fully aware of services and facilities and are utilizing all the available aids to the fullest. It is only from my experience in the realm of family life education that I can hope to make a contribution to your thinking tonight.

The current emphasis on meeting the emotional needs of children and on the emotional climate of the child is clearly seen in a survey of the literature on the exceptional child, as

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This address was given at the Chicago convention of the International Council for Exceptional Children, March 20.

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it is in child guidance material generally. Programs concerned with the exceptional child have developed from study, understanding and treatment of the physical and mental handicaps alone, to a growing realization of the importance of the satisfaction of basic emotional needs as a vital force in understanding the handicapped child and in remedial work with him. The literature in the field shows an increased awareness of the motives behind behavior and stresses the need to inform and educate leaders and parents. The literature shows also the desire for a greater integration of all aspects of child development—a multi-disciplinary approach. There is an increasing appreciation of the need for understanding the dynamic interdependence of all the psychological, social and cultural factors because of a realization that each factor affects the others. (1)

The Association for Family Living, for the past twenty-five years, has been providing educational opportunities and facilities so



that parents may acquire the knowledge and develop the understanding needed for satisfying relationships in the family and in the larger community. Its program of parent education and counseling holds as basic factors, knowledge of the dynamics of human behavior, the need to know what the goals in family life education should be, and a search for the positive values that family life can contribute to its members.

Family life education can make a major contribution to parents of handicapped children—perhaps greater than to parents of normal children, through helping them understand how much their feelings and attitudes (conscious and unconscious) affect their children. If *they* feel anxious and guilty, whatever they say or do cannot convey the basic trust and acceptance that will permit the child to feel comfortable and secure. What we do has less meaning we know, than how we feel about what we do.

This is not to minimize the very real disappointment that parents feel when a child of theirs is handicapped. You are so familiar with the effects on normal parents of having a handicapped child that I need only mention them here. All parents have needs which they expect to have met in their children. It is natural to desire and expect that one's children be perfect physically and mentally. And parents should be helped to understand that the feelings behind their questions of "Why did this have to happen to us" or "What did we do to deserve this"—feelings of disappointment, of shame—are perfectly natural. Only when they accept these feelings as natural and normal can their energies be released to meet the situations which face them and to help their children develop to their fullest capacities. Only when parents can accept the handicap emotionally as well as intellectually can they be free to give the child the understanding support he needs.

It is in the search for so-called "reasons" for the handicaps evidenced in their chil-

dren, that feelings that might always have been repressed often come to the surface—feelings of guilt, for example, if the child was unwanted. Resentment may sometimes be intense although usually it is hidden and not released in the home situation.

If parents can be helped, then, to accept the reality of the child's handicap and their own feelings without blame, it will be the first step in their adjustment process. They may then be able to realize their child's emotional needs and how they may best help him—not primarily as a child with a handicap but as a *child*. They will begin to realize what the handicap means to the child—not only what it means to them. And they will then try to focus on the needs of their child; realizing, we trust, that emotional needs of children, handicapped or normal, are identical. The parents' attitudes may need to be intensified in certain directions to more fully meet the limitations of the handicapped child, but their efforts might well be used to stress similarities to the normal rather than deviations from it.

Many parents, through lack of understanding, add to the differences between their child and the so-called normal child. It might be well to bring to our attention here the fact that even the normal child has some defects. Most children believe they have problems; many suffer from jealousy or feelings of inferiority. Some of the most serious handicaps, in reality, are not externally evidenced but are within the self. Children see differences clearly—and often very minute differences they are. Tommy, four, got a great deal of attention because he had to wear remedial braces. His mother explained that many children had something different about them—sometimes the differences were evident and sometimes they were inside the child. Her six-year-old boy said, "What's different about me then, mother?" While mother was struggling to think of an answer, Tommy said, "You have to have your teeth



pulled out. They don't come out like most kids." The differences between the normal and the handicapped child are usually in degree rather than in kind.

A certain amount of frustration, too, is certainly to be expected in every family where a child is handicapped. Parents are often tense, anxious and harassed. The mother of the handicapped child is tied down much more than other mothers. "It's such a problem getting away from home, I almost can't enjoy a meeting because of the trouble it takes," said the mother of a two-year-old cerebral palsied child who attended an institute for parents of handicapped children. Frustration may be present from feelings of inadequacy in handling siblings, worry as to the degree of responsibility the normal child should be expected to assume for his handicapped brother or sister, or fear that too much attention to the handicapped child may be emotionally disturbing to the other children. Financial problems, mounting expenses of special treatment, or worries about whether they can afford more children may bring secret resentment and consequent unconscious guilt feelings, the reasons for which need to be brought to consciousness and understood. If the reality situation is not accepted, the parent-child relationship is seriously affected. Then you may find parents who refuse to accept the handicap as a fact; those who reject the child; who are inconsistent in their treatment and expectations or who are over-anxious and over-protect him. Parents can harm the child as much by over-protection as by rejection—by doing so much for him that he loses all desire to do for himself and never develops the initiative and independence he needs for normal emotional growth. Often, over-protection stems from an unconscious feeling of rejection—a parent who sees the child as a symbol of frustration and wishes he had never been born.

But what can family life education do for

these parents? It can help parents stress the "positives" in the situation. These may be the child's intelligence if he is physically handicapped; his disposition; the fact that the parents themselves have a warm relationship; that their financial condition can stand extra strain; or whatever the assets are. It can help the parents meet the day-to-day stresses. It can teach "this can be faced"; "is being faced every day." The child can't accept himself with his handicap unless the parents accept him. Parents may need help in feeling comfortable in talking to the child about his feelings, in talking to others about his handicap, in making it a non-taboo subject. They can give the child the understanding acceptance and encouragement that will surround him with a feeling-tone of warmth, evidence of good emotional climate.

Parent education can also help parents understand the needs of their children. Although the experience in our agency is largely with the normal child and his parent, we realize that the growth-developmental stages are the same for all children. All children start with the hereditary factors—the core of personality (personality nucleus) which does not change. Heredity sets the limits of development to which a child may progress, but progress within these limits is dependent on the environmental influences which surround the child from birth. This has been shown to be true—whether it is in the realm of intelligence, physical development (development of habits, skills, attitudes), and of most importance, in the realm of personality development.

Personality development is dynamic because life is dynamic. It develops through growth, because life itself is growth. It is based upon the fact that nothing is lost in nature. Personality is a dynamic, forceful thing, changing throughout life. The child's emotional growth occurs in his relationship to his parents and as he is gradually released from dependency to accept new experiences



which he makes a part of himself. The desire for approval of the mother is the original motivating force for good emotional adjustment. The most vital single factor in the child's emotional growth is his relation to the mother, and warmth and acceptance affect the child's capacity to respond in all areas of development. The achievement of happy, harmonious home life, during the child's earliest years, then, is the most important goal we can set for parents. Upon the relationships established in the home will depend the relationships later with the community and, in fact, with the whole world. This is of greater importance to the handicapped child than to other children because limitations may hinder his adjustment, "narrowing down the choice and range of his simple activities in childhood and his occupational, social and sexual pursuits in later life", to quote from the excellent paper of Dr. Guensberg, "Emotional Problems in Handicapped Children." He will have to learn the art of living with his limitations and of accepting them without reservations if he is to have the happiness and peace of mind which should be rightly his. (2)

I have stressed the importance of the mother-child relationship in personality development because of the special hazards that are present in this area. Want of the mother by the child goes beyond mere dependence, to love and affection, the first of the child's emotional needs. Love can be given, not only by physical caresses but by words, gestures, facial expression, interest in the child's affairs and companionship. But no one can feel love all the time. If we give fully of our love to our children most of the time they can "take it" when those situations arise that find us impatient or angry. And we, as parents, should feel free to show our displeasure and must accept the fact, too, that our children hate us at times.

We see so many pictures and read so many books about ideal family life where every-

one is considerate of everyone else all of the time, that we think ours must be the only family where children quarrel, where mothers sometimes scold and get their feelings hurt, where fathers are tense at times. But this stereotype, this honeyed calm is not a reality in life in our times. It seems very difficult for parents to accept the fact that children hate, and at times hate them. Mothers often come in for counseling to ask what can be done to and for their child who (they blush and stammer with shame) says, "I hate you." "To me, her mother! After all I've done for her. I never would have dared speak to my mother like that." Some of them are unwilling to recognize that there are any faults in the relationship between them and their children. No, it must be something in their child that a psychiatrist could discover and cure.

Children should feel free to express hostility in the family. It's all right for them to get angry. We can reassure them when they say, "You dope" or "You stinker" or "I hate you," by letting them know that we understand why they are angry and love them just the same. Just as we can dislike what Mary does without disliking Mary. If we tell the child we only love him when he's good, we only bring him into more trouble. All of us need to feel that the family is the place to be bad as well as to be good. We can help the child talk about his angry feelings even while we do not permit him to hit or hurt us or others. And we can redirect his anger through play, in keeping with his age, his interest, and his handicap: for example, pounding and banging or finger painting for the younger child, or active play when possible for the older one. Destructive and aggressive feelings can be sublimated in a family where love exists. Teachers and neighbors, too, need an understanding of the normality of the child's "letting off steam" so they will not make the children or the parents feel guilty.



We show our love to our children in ways that differ with the age of the child. We show it with the tiny baby as we cuddle him, as we nurse him or hold him fondly as he gets his bottle. We show it as we play with him before his bath, even as we talk to him or touch him as we change his diapers. As the child gets older we show our love through our interest in him and his activities; in giving of ourselves, not necessarily in the giving of costly gifts. We show it in our willingness to listen to him, to join in his play when he wants us to do so. The three-year-old, for example, finds the warmest glow of relationship as he listens to stories of himself as a baby. The five-year-old boy who brought home an airplane he had made in school showed complete understanding when, upon showing it to his mother (who exclaimed, "Why, Bobbie, that's wonderful. It is a beautiful airplane. It's the best plane I've ever seen") said, "Is it really the best plane, Mommy? Or are you just saying it because I'm your boy and you love me?"

We show our love to our children by taking their opinions seriously so that they are not afraid of being themselves or of ridicule. Love for the handicapped child must be evidenced in exactly the same way. Over-protection, to always show "sweetness and light," trying to let one's child have everything he wants, to "make it up to him," is as harmful as it is unnatural. It is harmful because it denies the expression of his own feelings to the "smothered" child. He can't fight back at the times when such impulses arise in him without feeling ungrateful or wicked. It will make him feel more normal if parents behave normally toward him. He knows sweetness isn't natural all the time. The child realizes deep within himself that everyone feels hostile at times and if he lacks the force to revolt against the over-protection, as some handicapped children do, he may become more helpless and may regress to a state of prolonged depen-

dency, losing his initiative and individuality.

Security, that same old over-worked word, is the second emotional need I should like to discuss. How do parents give children that relationship that cannot be shaken? By giving their children a feeling of belonging through good emotional climate in the family. This feeling comes to children who are wanted, whose parents love one another as well as him. Parents must have love in order to give it; they themselves must be experiencing a happy relationship.

Security comes to the child too, through acceptance of him as he is and at the stage he is. Implicit in it is a firm belief in the worth of every human being. Self-respect is the basis for respect for others. It means that our children feel liked for what they are, not only for what they can do or for superior accomplishments. We don't urge them to do better and better: in school, in music, in all of the competitive tasks. It means that fathers as well as mothers are a vital part of the family picture, not just as breadwinners but as companions who understand and appreciate, who bring the outside world into the home, who spell competence to the child.

The child should be encouraged to be himself and to grow at his own rate. He should be helped to acquire knowledge and be given opportunities for development so that he can take the next step toward growing up. But the child needs understanding at each level of development so that he can enjoy and relish each step without being urged to go ahead too swiftly. We should want our children to be happy and content. We may well ask ourselves if we're the parents Margaret Mead is talking about when she asks: "What is being five years old? Is it, thank God you're not four any more? What are we looking at when we look at the five-year-old? Are we devaluing the part the child was? Are we repudiating his past?" Parents who learn the kind of behavior that



is appropriate for each stage of development can realize that growth and improvement are not the same. It is especially important that any limitation of the handicapped child be understood so that he is not pressed for advancement beyond his ability or urged to go faster than he can; so that he will feel adequate in the situation and find inner satisfactions from the accomplishments he can achieve. Pity and protection are not the answer, but understanding help, so that he may use and develop his own powers. And, of course, parents must temper their wishes and dreams with reality. They must not expect miracles.

But it is equally important to let the handicapped child do the things he *can* do, the same things parents would expect of their other children. Years ago when infantile paralysis was uncommon, a mother and her son of twelve, badly crippled from the disease, were at a summer hotel. One thing the boy could do was to show his mother the courtesies she expected and at mealtimes he would stand up and help her be seated. At first others in the dining room resented it. "Why does she make that poor boy wait on her," they said. But after a short time they found their attitude changing. They saw that the boy was being made to feel like a normal twelve-year-old in his family. The mother really was doing a superior job of making him acceptable to himself.

We need to follow the child's lead, however, and not push him to try to keep up with the other children in the neighborhood, although we should urge association with normal children. Understanding, love, encouragement are all essential for the child, but parents must accept their children as they are. Young mothers, eager to teach their children, read so many books on child development today and, as we have been told so often, they read them and suffer, because so many books are threatening to parents. If there were only a formula that

would provide the right dosage for children—so much restraint, so much encouragement, in a general solution of love!

The third need of the child is to identify himself with the parent, or with another adult in his environment if the parent is not there. I have already spoken of identification with the mother in the earliest stage of development. This ego-identification—trust and confidence in the parents, trying to be like his ideal—includes identification of the child with his own sex, which is important for individual satisfaction. It is easy for the normal child who has adult companionship available, but is extremely difficult for the handicapped child. The differences due to his handicap must make identification with the normal parent a traumatic experience filled with doubts and frustrations. Yet little if any research has been done in this area. As Dr. Marcus Guensberg points out, this seems to be a valuable field for exploration.

Every child needs the opportunity to discover things for himself so that he may experience the joys of accomplishment. This, then, is my fourth need. Sociologists called it the need for "new experience" years ago. It means that parents will permit their children to explore even if they get dirty doing so or make a terrible noise with their new drums or whistles. Children may want help at times in meeting and solving problems, and parents must be ready to give it. Parents can help their children in the discovery of interests within their limits of endurance if they are handicapped. Children, like adults, may share some experiences through hearing of them if the doing is too strenuous. But they need to experience the joys of finding out things for themselves and the feeling of participation in useful tasks. Mrs. Edwin Eells tells of the child at Sunset Camp (for children with cardiac disturbances). One little boy was telling a newcomer about camp and why he liked it so much better



than at home. "Well, the difference is," he said, "at home you only have heart trouble. Here at camp you have heart trouble, but you have fun, too."

Now I'd like to talk about a few of the other important aspects of the emotional climate of the child. First, there's the importance of the child's world being predictable to him. He has to know what to expect of his parents and what is expected of him. He has a right to have parents who are consistent. Consistency and continuity make him able to predict. You all can think of so many examples of families in which the moods of the parents determine their reactions to their children's behavior and what goes unnoticed one day will draw father's and mother's ire the next.

Another important factor for the child's emotional development is intelligent discipline. By discipline we mean teaching the child orderly ways of living and helping him direct his impulses so that they do not conflict with the rights of others. Parents need to agree about what they expect so there's no playing of one parent against the other. Differences in attitudes of parents toward the world and toward the child lead to confusion. In addition to this agreement as to what we expect of the child, intelligent discipline means setting limits. There must be restraint as well as indulgence. The child must learn what he cannot and must not do. Too much choice gives the child too much responsibility, responsibility he may not be ready to assume.

That this is recognized even by the very young child is shown in a story Dr. Gerard tells of a child in a play therapy situation where there was complete acceptance of the child's aggression. At the beginning of the play-theory session the youngster kicked the therapist, who just smiled sweetly. Again, the child kicked the shin of the therapist, who again said nothing and managed a smile. A third time the child repeated her kick and a third time the therapist accepted

it, albeit her smile was forced and grim. The little girl then ran out of the room crying, "Mommy, Mommy, protect me from that lady who's tempting me to be bad."

And limits must be set throughout the period of development. Dr. Joselyn tells of the adolescent who asked her mother what time she had to be home from a party that evening. "You're old enough to decide, dear. I know you won't stay too late." "But, Mother, what time? You *have* to tell me." "Well, what time shall we say—1:00 o'clock?" queried the mother. "That's fine," said the daughter. "Then I can start crabbing from 12:00 on to the gang, telling them I have to leave at 12:30 because my mother is an old fuss-budget who insists I get home at 1:00."

The flexibility of the family, the way it changes to meet the individual needs of each of its members and its ability to guarantee rights and privileges to each member, gives children their first experience in democratic living. The family can give each child the comforting assurance of being understood, but this is only true if each child does have his needs met, not if all the affection, interest and concern, or an unequal share of it is lavished on the handicapped child so that the other children in the family feel emotionally deprived.

One other contribution that parents can assure their children is the time to absorb new experiences and make them part of themselves. Dr. Alan Gregg in telling of parents who "overload children with stimuli which they call 'advantages'" says they "misinterpret that beautiful stillness of children when vivid impressions are being organized into happy memories or creative responses" (3) and because the child is quiet they believe he isn't absorbing any impressions so they force another stimulus on him.

Illness and freedom from over-stimulation in childhood, Dr. Gregg believes, are significant factors in the attainments of so many creative men and women. In this area then,



many handicapped children are advantaged if parents will let them have time to form convictions. Two stories illustrate this clearly. One from the current *Reader's Digest* tells of an explorer among the savages of the upper Amazon, on a forced march through the jungle. After two days at great speed, the third morning found the natives sitting on their haunches, looking very solemn and making no preparation to leave. "They are waiting," the chief explained. "They cannot move farther until their souls have caught up with their bodies." (4) The other story is told by Dr. Fritz Redl of an experience at a summer camp for disturbed boys. The camp counselors, highly trained leaders, tried to get all the boys to participate in everything. One boy liked to just sit and daydream and the leaders were greatly worried about his non-participation and stopped to urge him to join the activities whenever they passed him. He did seem well adjusted however, and he was very well-liked by the other boys. Finally after the boy's contemplation had been disturbed several times in one day he got a long pole and tied a string at the end of it and sat on the pier daydreaming as usual. The counselor, passing, smiled and nodded approvingly. "Ah," he thought. "Now, Bob's fishing. Good! That's a fine diversion for an American boy."

What services are available today for parents who want to learn more about the dynamics of child development? Communities have worked out programs of parent education in line with their own resources and their own needs. Only in New York and in Chicago are there recognized professional agencies dedicated solely to family life education carrying on extensive programs. In some cities, it has been the Family Service Association that has taken the lead; in others, schools and parent-teacher associations; and parent education programs elsewhere have centered around housing projects, or neighborhoods, or churches or li-

braries. It seems fortunate that family life education has fitted in with the existing agencies in all but the largest cities.

The techniques used in family life education have a wide range. Lectures, discussions, forums, workshops, panels, symposia, buzz sessions and role playing, all are used. Because of the shortage of professional leadership, and because some people think it preferable, lay leadership is used in some communities. Our own experience has been that a family life education group under professional guidance and under relatively untrained leaders is analogous to the nursery school or play group of three or four or more children. Usually it takes a skilled leader to capitalize on the wealth of possibilities in the group situation. These possibilities aren't just realized spontaneously. Things don't just happen. It takes careful planning and skillful guidance to keep discussion from deteriorating, to take the inevitable personal experience and set it in a wider context where it becomes pertinent to the family relations of most of the people in the group. It takes experience and understanding to prevent members of a group from being too punishing to one another at times or from being dominated by the ideas of the most positive member who knows all the answers.

Within recent years, too, we have seen the beginning of group psychotherapy—or group therapy as it is sometimes called. Used at first often only as a time-saving device it is said to have proved a valuable tool in treatment. Group psychotherapy, carried on in a clinical setting, has as its purpose the healing of "a recognized and diagnosed disability" (5), a mental or emotional illness. Group sessions are staffed by a clinic team: psychiatrist, psychologist and social worker. Reports of progress through this medium are only recently being seen in the psychiatric and psychological literature. It has been found more advantageous for mental defectives than individual therapy because of



their difficulty in adequate verbalization (6) and some definite improvement of personality and of social adjustment was reported from a group program with mentally defective problem boys. It has been used with reported success with groups of veterans (7), with children (8) and with patients at clinics and institutions for the mentally ill. A report made last October of two years of group therapy for parents of schizophrenic children illustrates how the children have been helped through the increased insight their parents have attained, and through a lessening of tension in the home. Parents are said to have developed a constructive and positive approach which has been of great value in the treatment of their children. With the limited psychiatric facilities available the development of group therapy for those persons able to benefit by it would seem to be a valuable aid in treatment.

In addition to discussion groups, group therapy and counseling, and for those millions of parents who have no such resources available, there are periodicals and books on all levels. It is interesting to note the shift in the titles during the last twenty-five years. In 1925 there were textbooks of psychology, and a few books for mothers on infant feeding; but books on child development were centered around "the problem child." We had *The Nervous Child*, *The Tired Child*, *The Problem Child at Home*, etc. Take a look at today's titles, headed by Dr. Spock's *Commonsense Book of Baby and Child Care*—*The Happy Home*, *Parents Can Be People*, *We, the Parents*, *Children Have Their Reasons*, *Children Know Their Friends*—all emphasizing the everyday rather than the bizarre in family relations. There are periodicals all the way from the most popular to the most erudite, and sometimes a little of each in the same periodical. One of the current developments in the literature is the pamphlet series which Public Affairs, Science Research and the Bureau of Publications of

Columbia University each is making available. These are simply written, psychologically sound and popularly priced; valuable additions to the literature prepared by reliable and familiar names in child development.

Parents are teachers, too, but you can't teach unless you are familiar with the basic principles. Here the basic principles are knowing the needs of our children; knowing what is to be expected and what is a danger signal; understanding our own limitations and accepting ourselves and our children as they are. Good and patient teaching takes place as we live with our children, and comes about not only through what we say but even more through what we do and what we are.

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## A ONE-WORLD BRAILLE

AN EFFORT TO AGREE upon a single international system of writing for the 7,000,000 blind of the world, embracing adaptations of braille to all languages, was made at an International Braille Conference held at Unesco House, Paris, from March 20 to 29. About twenty delegates, more than half of them blind, represented the world's chief linguistic areas. They considered methods of establishing tables of braille adaptations preserving the full literary form of most of the world's languages while at the same time giving braille symbols the same or similar values in all languages.

The work of the conference was based on fourteen recommendations drawn up by a meeting at Unesco House last December of the advisory committee on braille problems. The seven delegates at that meeting, five of them blind, came from India, Iran, Egypt, Mexico, France, the United States and Great Britain. The initiative in bringing them together was a suggestion of the Government of India that UNESCO seek to achieve braille uniformity.

The braille experts invited to the March conference included representatives of many language areas: Japanese, Chinese, Vietnamese, Sinhalese, Greek, Hebrew, various forms of Arabic; the languages of southeast Asia, India and Pakistan; African tribal and European languages. Philologists from India and France, educators and leaders of the blind, and representatives of the leading braille printing and publishing houses also took part in the discussions. There was special representation of Spanish and Portuguese brailles as used in Latin America.

The delegates came not on behalf of governments, but because of their specific experi-

ence in the application of braille to particular languages or groups of languages. Their overall goal was not the creation of a scientific or phonetic world braille script, but the maximum rational use of braille permitted by the present imperfect state of the world's scripts and languages.

At the December meeting, the UNESCO advisory committee recommended that the best and most lasting interests of the blind would be served by continuing the policy laid down by the International Conference of Workers for the Blind in 1878. This policy was reaffirmed by subsequent international conferences, and established by long practice throughout the greater part of the world. It provides that, so far as circumstances permit, each sign should be used for the same or nearly the same sound as in the original script evolved by Louis Braille, a French schoolmaster, a century and a quarter ago; and that the signs should represent the same letter or should fulfil the same or a similar function in all scripts for the blind.

After considering various other forms of script for the blind, which have been developed and put in use, and the special linguistic problems of such important areas as China, India and the Arabic-speaking countries, the committee came to the conclusion that the braille adaptations it proposed could be reconciled with world braille without any loss of national characteristics of individual visual scripts.

The possibility of a truly phonetic world braille was found to be impracticable for general purposes. But a single system embracing adaptations of braille to all the world's languages was judged both practicable and desirable.



The committee suggested that the March conference set up a panel of experts to examine the existing braille notation of the International Phonetic Association, and to make suggestions as to its suitability for any purpose of particular phonetic study for which it does not yet provide.

Because of the present lack of uniformity in the practice of allocating braille signs to the sounds of visual letters of languages outside the Latin orbit, the committee recommended the formation of another panel to devise a classification of these sounds and visual letters in accordance with a concerted plan. One of the aims is to furnish a braille counterpart for all the sounds in each complete visual alphabet. An example is the "ch" in the English word *loch*, a sound found infrequently in Latin languages but commonly in Oriental ones.

Uniformity will be of particular advantage in language areas such as India where eight different forms of braille have been in use for more than half a century. Benefits will be even more widely gained from greater uniformity in braille signs in punctuation, musical notations, phonetic expressions, and symbols used in chemistry and mathematics.

Another recommendation of the committee was for the creation of a small World Braille Council, associated with the United Nations, to cope with problems of disconformity in Asia, Africa and elsewhere by means of

authoritative guidance and coordinated planning. The council would be neither a policy-making nor a policing body, but would work through the cooperation of the appropriate official agencies of the member states of UNESCO and of the United Nations. To help the council, it was suggested that small braille committees be set up in regions where they do not already exist.

Other problems which the conference considered included: methods of working out contracted systems of braille in various languages, the application of braille to ideographic scripts, and to such tribal languages in which it is not yet used; and the universal use of the left-to-right reading method.

Following is the list of delegates to the International Braille Conference:

\*Mr. Lal Advani (India), Mr. P. M. Advani (India), Mr. Ramzan Ali (Pakistan), \*Prof. Nickola Bassili (Egypt), \*Major D. Ronald Bridges (U.K.), M. Jose Maria Carazo (Argentina), Dr. Suniti Kumar Chatterji (India), \*Dr. S. T. Dajani (Hash. Jordan), Mr. Kingsley Dassanaik (Ceylon), Dr. Wilfred S. Flowers (U.K.), \*Dr. Michael Geffner (U.S.A.), \*M. Pierre Henri (France), Miss Marjorie Hooper (U.S.A.), \*Mr. John Jarvis (U.K.), \*Mr. Emanuel Kephakis (Greece), M. Gustave Meillon (France), Miss Regina Paraja (Brazil), \*Liu Wen Piao (China), \*Mr. John Wilson (U.K.).

\* Blind

## PSYCHOLOGICAL TESTING OF THE BLIND

RUSSELL E. SIMMONS

VOCATIONAL COUNSELING with the blind does not differ in theory from guidance work with the sighted. In both cases, the objectives of counseling are to assist the client in inter-

preting his personal data, to help him identify his major problems—be they vocational, educational, avocational, or personal—to help him discover possible solutions for his problems,



to motivate him to act upon suggested possibilities, and to help him, when necessary, modify his ambitions and aims as they are affected by outward circumstance and personal limitation.

A scientific approach to any problem requires facts upon which to base an opinion. In dealing with the many facets of the human personality, the temptation is always present to make subjective judgments without reference to factual information: modern vocational guidance owes its growth to the success with which it has been able to substitute an organized objective procedure for irrational, emotional, and uninformed opinion. Just as in the case of a sighted person, rehabilitation counseling of a blind client calls for consideration of the individual as a complete entity; in order to understand him best, all aspects of his being must be recognized as correlated parts. It is not difficult to see why we must know the facts about a client's physical strength and weaknesses. This basic information is obtained from a physical examination report, and the implications of such data to a vocational choice and objective are obvious. The importance of an ophthalmological examination is also unquestionable as a prerequisite to vocational planning with a visually handicapped client. In like manner, information concerning the client's mental capacity, academic achievement, his interests, aptitudes, and personality make-up has an equally vital significance in working out with him a plan for satisfactory vocational adjustment. Psychological tests are not intended to replace any other proven technique in bringing about an understanding of the client. They are, however, very useful tools when used intelligently to augment the other means of analyzing the individual's assets and liabilities.

If psychological diagnosis is accepted as a necessary adjunct of counseling and guidance of the person with all his normal faculties, then how much more valuable it becomes

when we deal with a handicapped individual. An almost unlimited range of opportunities on his ability level is open to the normal sighted person; the number of occupational adjustments possible for him is great enough so that even without professional guidance he is very likely to find some vocation which will approximate the requirements of his personality. If he wishes to change his employment, he is not faced with a restricted field of choice. The visually handicapped person, on the other hand, does not enjoy the freedom of vocational experimenting. His initial choice must, to a large extent, be the right one for him. Since he is denied the opportunity to gain experience on many different kinds of jobs—experience which in itself broadens the occupational field—he must be as certain as possible that his first choice is feasible and self-satisfying. Consequently, a prerequisite to a vocational choice for him must be a thorough analysis of the human factors which have a vocational implication. Specifically these are: mental ability, vocational interests and aptitudes, skills and dexterity, and personality adjustment. A psychological test battery in a rehabilitation program will include one or more measurements for each of these areas of individual characteristics. Occupational success depends as much on these factors as it does upon physical capacity to perform the work.

Although the need for psychological diagnosis is perhaps greater for the blind than for the sighted, the problems involved in making the diagnosis are also increased. Psychological tests, almost without exception, have been designed for the sighted, and the norms developed are based on the sighted population. Because of this fact a large percentage of tests cannot be given to blind persons, and the restricted number which may be used must undergo some adaptation. Some tests may be transcribed in braille and administered to the braille reading client; but since a large number of the visually handicapped cannot read



either print or braille, this method is limited. The many problems encountered in psychological testing of the blind boil down in general to selection and adaptation of tests in order first that we may reach the blind or visually handicapped client with a test, and second that the test measures accurately what it purports to measure.

Use of wire recording to test the blind has shown valid results. Wire recording is being used with as many tests as will lend themselves to this technique. The method was pioneered in Minnesota, and many other states have since expressed a keen interest in the work. So far only the personality tests have been adapted to wire recording: "The Minnesota Multiphasic Personality Inventory," "Bernreuter Personality Inventory," and the "Bell Adjustment Inventory." Work is now under way on recording occupational interest tests. The client operates the recording machine himself, and following the instruction given, indicates his answers to the recorded questions by sorting cards in the categories representing "agreement," "disagreement," and "can't say." These tests could be administered orally to the client by the examiner. However, in addition to being a time-saving method, the wire recording of tests restores to the testing situation the very important factor of privacy. Particularly during personality tests the value of privacy cannot be overestimated; because of the personal nature of test items, honest and frank replies would be less likely if the client had to give his answers directly to the examiner, and the validity of tests would drop with a second person present during the testing.

In order to test the achievement of blind school children who can neither read nor write braille, and partially sighted children who are unable to read print or write their responses with a pencil, sheets of embossed dots have been successfully used. In a multiple choice test offering four alternatives, for instance, the test question and the four choices

are read twice by the examiner and the pupil marks with a short pencil the dot corresponding in position to the answer he selects, i.e., if he chooses the first answer he marks the first dot, etc. The same method has been used with the Kuder Preference Record, the subject being furnished with a large dot-sheet on which sets of three dots are given. The subject is instructed to listen to the three items, to select the things he would most like to do and least like to do, and then indicate his choices by marking the item he likes best in the first three dots, and the item he likes least in the set of three dots immediately below.

Fewer interest tests are adaptable to recording. One reason for this is that many of them consist of multiple choice questions. When more than two choices are offered the blind client, other factors such as memory enter into the testing situation, with the result that the test does not measure fairly the thing for which it was designed. Because of this, such tests must be administered orally so that the questions and choices of answers may be repeated to the client as often and as slowly as necessary. A proven method of doing this is the oral dot-sheet technique which in many cases is preferable to the wire recording, card sorting method. This, of course, invades the client's privacy and may lead him to make replies in line with what he thinks the examiner may feel about his choices, or designed to raise his stature in the eyes of the examiner. However, this factor in the situation is not nearly so serious as it is in the case of personality measurements where deep-seated feelings may be tapped. This would seem to be a case of the lesser of two evils. Another limitation to the use of interest inventories in testing the blind is the fact that such a large proportion of the items refer to occupations not open to the visually handicapped. This is unfortunate, since interest is important for guidance, and the background of experience of most blind clients is inadequate to give any clue to their interests.



Tests which measure specific skills and aptitudes are extremely limited in their application to blind clients. Of all types of tests, these are perhaps more related to sight and consequently more difficult to adapt. Several tests of manipulative ability have been used in our testing program, but the results have been less than satisfactory. Since they were designed for and standardized on sighted persons, the results obtained on a blind client do not produce much in the way of valuable information. A great deal of work remains to be done in this field of manipulative tests, and only extensive experience will tell whether existing tests can be used to advantage and how and in what way they can be altered to fit the circumstance of blindness.

While the number of intelligence tests which can be used successfully with blind persons is but a small percentage of the many published, administering those selected for our purpose does not differ from the standard procedure. The "Wechsler-Bellevue Intelligence Test" has proved to be a satisfactory measurement of the intelligence of blind persons. When a totally blind person or a person with no reading vision is tested, only the verbal and vocabulary sections are given. One of the values of the Bellevue test lies in the fact that an intelligence quotient may be obtained from either the verbal or performance section alone, or both together. It is, of course, not possible to give the full test to a blind person, but a fairly accurate estimate of his mental ability may be gotten from the verbal and vocabulary scores.

The Interim Hayes-Binet Intelligence Test has been widely used both in schools for the blind and in test centers for adults, and because of the variety of mental functions tested it gives supporting evidence to the results of the Wechsler test. It also serves as an effective method of retesting, since the results show a high correlation with the Wechsler scores.

While extreme caution should be exercised in interpreting any psychological test scores,

it is particularly important that intelligence scores on blind persons be carefully weighed. More than with a sighted person a blind individual's score may be an underestimation of his actual ability. With the blind it may be safely said that the intelligence scores from a properly administered test are quite likely to rate him no higher than he deserves; in fact, unless there is other convincing evidence, we conclude that his actual mental ability is no less than that indicated by the scores and conceivably somewhat higher.

Specifically, what does a psychological testing service contribute to a vocational rehabilitation program for the visually handicapped? It brings to the counselor a wealth of information about the client that cannot be collected in any other way—information obtained objectively and in a form which allows for statistical comparison with the general population or certain parts of it. The counselor is better able to work out with the client a satisfactory vocational adjustment because he knows what jobs the client is mentally equipped to handle, what occupational fields hold for him, his strongest interest, some idea of any special skills, and an understanding of his type of personality. All of this information, together with other facts from the client's case history, helps put vocational rehabilitation on a level more consistent with scientific procedure.

Note: Instead of sorting cards, any of the following could be used by having the subject listen to the questions on the wire recorder and record his choice upon dot-sheets. The trouble with most of these tests is the overloading with items which are not suitable for use with the blind. The ones which seem most suitable are marked\*.

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A LIST OF TYPICAL INTEREST INVENTORIES REVIEWED IN BUROS  
MENTAL MEASUREMENT YEARBOOKS

|                                                                                                                 |                                            |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| I. Strong Vocational Interest Blank for Men                                                                     | Two or three choices                       |
| Lee and Thorpe Occupational Interest Inventory                                                                  | Like, indifferent, dislike                 |
|                                                                                                                 | Part I. Select 1 of 2                      |
|                                                                                                                 | Part II. Select 1 of 3                     |
| Garretson and Symonds Interest Questionnaire for High School Students                                           | Like, indifferent, dislike                 |
| Cardall Primary Business Interest Test                                                                          | " " "                                      |
| Guilford-Schneidman-Zimmerman Interest Survey                                                                   | D for disinterested, dislike or don't know |
|                                                                                                                 | H if you would like it as a hobby          |
|                                                                                                                 | V if you would like it as a vocation       |
| Cleeton Vocational Interest Inventory                                                                           | Like or dislike                            |
| *Ohio Interest Inventory                                                                                        | Like or dislike                            |
| *Kuder Preference Record                                                                                        | Best and least liked of sets of three      |
| Any of the above could be given by the wire recorder method, the subject sorting cards into two or three boxes. |                                            |

|                                                            |                                        |
|------------------------------------------------------------|----------------------------------------|
| II. Dunlap Academic Preference                             | Four choices                           |
| George Washington Interest Inventory for Elementary Grades | Like, indifferent, dislike and unknown |
|                                                            | " " " " "                              |

Note: Either Dunlap or George Washington could be given with the use of four cards to sort, or "unknown" might be combined with "indifferent" to get three choices, since like and dislike are the important facts to learn.

|                                                   |                                                          |
|---------------------------------------------------|----------------------------------------------------------|
| III. Manson Occupational Interest Blank for Women | Five choices which might be reduced to three             |
|                                                   | Like very much—L!                                        |
|                                                   | Like 1                                                   |
|                                                   | No decided feeling or don't know—?                       |
|                                                   | Dislike d                                                |
|                                                   | Dislike very much—D!                                     |
| Brainard Occupational Preference Inventory        |                                                          |
|                                                   | Same as above, using plus 2, plus 1, 0, minus 1, minus 2 |

Cards for like, indifferent and dislike might be sufficient.

|                                                         |              |
|---------------------------------------------------------|--------------|
| IV. Waller and Pressey Occupational Orientation Inquiry | Four choices |
| Knowledge, Interest, Ability, Opportunity               |              |
| Could be given with four cards to sort.                 |              |



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## EMPLOYMENT COUNSELING FOR THE BLIND

THOMAS A. ROUTH

MANY PEOPLE NEED help in choosing a life work. This is especially true of blind people. They need help in selecting a practical vocational objective through which they can make a satisfactory adjustment to their handicap. Vocational adjustment means simply that the right man has been placed on the right job at the right time. Counseling, however, is more than assisting the individual in making an appropriate vocational choice. It is planning with him the most expeditious methods of entering upon that choice. This planning is done in view of the counselee's potential aptitudes, matched with the actual requirements of the job. Such counseling should be undertaken on a long range basis.

In counseling a person, we must determine what his real abilities are. This can usually be accomplished by intelligence, aptitude and performance tests. After testing, the counselee and the counselor should mutually arrive at a plan whereby the blind person makes an analysis of his own aptitudes and capacities to determine if these are adequate for the job. If such is the case, the counselee should be placed in training for the given job providing he meets the standards presently held by people already successfully employed in the occupation. After training has been given, the counselor must assist the counselee in securing employment. Remember, counselors do not place the blind person in any job immediately available. The blind person must be *suitably* and *selectively* placed.

Before a blind person can be placed in em-

ployment, however, many problems have to be overcome. Most of these are of a personal nature. No one who is maladjusted socially or emotionally is a good risk for any job, nor can he hope to make any type of satisfactory occupational adjustment. If the counselor is to assist him in effecting an adequate vocational adjustment, it is necessary to work toward the following three goals: (1) A job exists which the counselee *can perform*. He should match the demands of the job in respect to age, health, strength, intelligence, emotional stability, education and experience. (2) A job exists which the counselee *likes to perform*. He must have aptitude for the job at hand as well as potential interest and the ability to do it. (3) A job exists which gives the counselee a certain amount of *mental and emotional satisfaction*. Probably the greatest neurosis of our time is occupational maladjustment. That is why the job and the counselee must match. Any man must have a feeling of being on the job, of belonging to it, of doing it to the best of his ability, before he can experience occupational adjustment.

During the counseling period, a detailed analysis should be made of the blind person's past employment record. Many points have to be considered in evaluating this. The primary considerations in selecting a job for a blind person are: first, the blind person must be able to do the job without danger of adding to his present handicap. Second, sight must not be essential to successful performance of the job. Third, the blind person must be capable of adapting himself and adjusting to his new position and environment.

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The ultimate goal is to secure employment for the blind person which will enable him to earn his own living and to have his name deleted from the public assistance rolls if he has been receiving such assistance.

The job ultimately selected by the blind person should match as nearly as possible his aptitudes, capacities, personality traits and mental attitude. The final objective of all employment counseling is the selective placement of a blind person on a job whereby the employer may obtain full use of the counselee's intelligence, education, skills and experience. To achieve this, the counselor must make an *employment estimate* of the counselee's potentialities from which a decision can be reached as to his suitability for various types of employment.

Many times the interest of the blind person in a particular job is different from the interest of those people presently performing successfully on the job. It often happens that the blind person is motivated by the insistence of his family, and he may be ignorant of the basic qualifications of the job. He may be misinformed about the rate of pay or the environmental conditions of the job. He may have decided on a particular vocational field without any substantial reason for his choice, other than being emotionally attracted to the job. It is the responsibility of the counselor, therefore, to determine the accuracy of the counselee's reactions, and on the strength of these, to make intelligent recommendations.

Much of the information about the counselee's past employment background can be secured reliably from a series of personal interviews in addition to a battery of standardized tests. Assuming that all of the facts have been secured, the final step is for an agreement to be reached between the wishes of the counselee and the recommendations of the counselor. Regardless of any of these factors, however, the final choice of the job must rest with the blind person himself. When this point has been reached, the second

most important function of the counselor begins. It is the necessity for him to sell the services of the blind person to a prospective employer. The employer, after all, is the final judge of whether the counselee will get the job. In the majority of cases, the employer is motivated by a consideration of two points: (1) Does the man have the ability to do the job? (2) In doing the job, will he work a hardship on himself, his fellow workers or the organization? The blind person should not expect, and should not be shown, any special privileges or consideration. In selling the services of a blind person to an employer, the counselor should be guided by the same principles that he would ordinarily employ were he placing a fully sighted person. Simply, the man and the job must match regardless of the disability involved.

In selecting a job for a blind counselee who has had previous vocational training or prior work experience, the counselor must carefully consider; first, the precise nature of the past training or experience; and second, the present vocational choice of the blind person. Such choices as he may make need not necessarily follow his past occupational history. His choices are important, however, because they indicate potential fields for which he may not be prepared at the moment, but for which he could be trained or retrained without too great difficulty. It occasionally happens that the blind person will select a job which requires more ability than he possesses. He may even lack specific aptitude for the job concerned. The most important question to be answered is: What does the blind person want to do most? Very frequently he has a desire to do a particular job. If there is no hope of his satisfying that desire, the counselor must consider the psychological reactions attendant on frustration. It is not only important to consider the placement of the blind person into suitable employment, but it is equally necessary to determine the effect which the placement will have on the



personality of the counselee. The counselee must be happy and adapted to the job in view of the qualifications required by the job and his own qualifications.

The planning of a vocational objective for a blind person should be undertaken with extreme care because the job may well be a lifetime endeavor. Occupational adjustment is imperative in our hectic, neurotic, over-complicated world. The counselor should be able to help the blind person to decide what to select and what to avoid, and should know the preparation required for the job, the difficulties which may be met and the rewards which may be expected. It should be pointed out that practically any occupation requires some period of training, and that usually a long period of service can be anticipated before top positions become available. The blind person should be made to realize that he must start at the bottom, and begin the long, slow, hard way up. Human nature is such a varying, changing quantity that it is reasonable to assume that many blind people could succeed in a number of jobs. By narrowing the field, however, a selection should be made whereby the man and the job are matched as evenly and as closely as possible.

Quite often counselors are confronted with blind people to whom it is not possible to assign any specific vocational objective. This is true of those individuals who must be placed in employment or training on a basis other than prior work experience or past vocational training. Most of these are the very young who have never worked before, or older individuals who have not yet reached maximum occupational age. This older group, for the most part, is composed of those who are presently unsuited or unfit for their former occupations; due to age, the incurring of additional physical handicaps or economic changes. These people, if left without employment, become maladjusted. It is the responsibility of the counselor in such cases to

assist these blind people in making as satisfactory an occupational readjustment as is possible. The development and selection of a job for a blind person with no specific work experience or training should be commenced by a thorough investigation of his past activities which would appear to have any bearing or significance upon the selection of the most suitable job for him. These should be determined primarily through an analysis of his hobbies, courses of instruction in school, and all of his voluntary leisure time social activities. No fact is too small or insignificant to be overlooked in appraising the potentialities of a blind person for a job. The counselor, above all, must determine the ability of the blind person to learn new facts, as well as the interest which he may have or partially demonstrate in the proposed job.

With reference to determining a suitable job objective for those persons having little or no work history, it is imperative to remember that the emphasis demanded by various types of work is vastly different. In working with a person who has no previous occupational background, we do not refer to an individual's present level of attainment. Rather, we are interested in determining the kind of work that the man shows evidence of *ability to learn*. Since we must give ample consideration to instruction, background, or evidence of ability to learn the tasks of a specific job, we must have some means of determining the kind of work for which an individual is suited. In such instances, the only means which we have at our disposal would be the individual's hobbies, casual work experience, school performance, acquired knowledge and interests (expressed or otherwise). We have standardized testing techniques for determining the man's ability. Even though these tests are available, however, the above five factors would be basic, and would have to be supplemented by the application of information acquired from the use of testing processes. Yet, it must be



remembered that test results are only indications of what an individual may do.

A background in or past instruction in various kinds of work is reasonably easy to discover. For example, successful completion of a shop course is a potential indication of the suitability of the individual for an employment objective in mechanical work. A great deal of caution must be observed, however, in the utilization of such facts to avoid arriving at wrong conclusions; namely, judging from the mere fact that an individual took such a course, that it is evidence of the suitability of the proposed occupational objective for him. The *interest* of the individual in the course, and the *success* with which he pursued the course must also be considered.

Evidence of ability to learn is a vastly different matter and more difficult to determine. A list of general school courses, hobbies and voluntary activities may be used to good advantage. Counselors, many times, receive considerable assistance in arriving at a job objective for a blind person by a detailed analysis of any casual work experience or general vocational training which he may have received. This would include all "project" experience, in some cases under the jurisdiction of the C.C.C., W.P.A., N.Y.A., and other similar agencies, as well as previous "on the job" training and prior attendance at vocational, trade or shop schools. Any such training which has been received by the counselee should be carefully checked to determine a suitable potential job objective. It must be remembered, too, that some of the project experience will require actual work experience. Thus, in each case, it is necessary to determine the true nature of the work experience which the blind person may have had. It should be remembered further, that the work experience may have been for such a short period that it would not constitute full qualification for any specific vocational objective.

In arriving at an employment estimate of a blind person, counselors must realize that there is no one specific set of principles or rules to assist them in selecting the right man for the right job at the right time. They must realize that various kinds of work history require different types of interpretation. To illustrate this point, let us consider the field of social service work. In this type of work, the ability to deal with other fellow human beings with a certain amount of sympathetic appeal as well as an attitude of helpfulness, is of the essence of the work. In technical and managerial work, the primary emphasis is on the ability of the worker to make decisions based on facts and systematized knowledge. In social service work, the judgments of an individual revolve primarily around a knowledge and an understanding of human nature. In technical work, judgments are based on a knowledge and use of facts. The desire, the interest and the ability to meet and to deal with the public, to compose written reports, to compile business data would be an excellent indication of a potential vocational objective in the clerical field. In mechanical work the primary emphasis would be on the ability of the individual to determine the operation to be performed, to lay out jobs, the making and interpretation of measurements, and the use of tools and machines. In purely manual work, on the other hand, the emphasis would be placed on the ability of the individual to use simple tools and machines and to carry out orders and work of a strictly physical nature. Many of the qualities and qualifications of mechanical and manual work intermingle. The primary way of distinguishing between the two would be as follows: In mechanical work the primary emphasis is on the ability of the worker to make independent judgments in the performance of his task. In manual work the primary emphasis is on the manual dexterities of the individual, including facility in the



use of tools, skill in various bodily movements and the like. These bodily dexterities may be required and found in both mechanical and manual work, so the ability to make independent judgments is the distinguishing characteristic of the mechanical field.

The following is a suggested form for securing employment information on the counselee. If counselors are to adequately assist blind people in determining suitable, practical and feasible vocational objectives, the following points should be considered. In light of the data obtained we may determine fairly well what degree of success may be anticipated by the counselee in his proposed job choice.

*Outline of information desirable in considering past and future employment*

1. Determination of the general occupational background
2. Area of specialization within the field
3. Job title to be given exactly; to be in accord with DOT classification
4. Accurate, complete and specific description of requirements of the job and nature of duties performed
5. Background necessary for the work in terms of: intelligence, education (general and special), training, experience, interest, emotional stability, dependability, cooperation
6. Length of job
7. Rate of pay (starting and ending)
8. Recency of experience
9. Degree of skill (*required* by the job; *actually acquired* by the man)
10. Degree of responsibility held by the individual
11. Occupational interests
12. Special aptitudes and capacities
13. Special types of experience
14. Physical make-up of: (a. job; b. man). Do they match?
15. Personality, mental attitude and temperament as it would affect work or job within the organization.

## AWARDS

Miss Grace S. Harper, well-known for many years as the efficient director of the New York State Commission for the Blind, has been selected to be the recipient of the Migel Medal of the American Foundation for the Blind this year. This award was established in 1938 by Mr. M. C. Migel, for many years president of the Foundation and now chairman of its board, and has been presented annually since that time for "outstanding service to the blind." Appropriate ceremonies will be arranged at Foundation headquarters in the near future.

During the convention of the American Association of Workers for the Blind in Salt Lake City, on the evening of July 12, two outstanding leaders in work for the blind for many years are to be honored by receiving the Shotwell Memorial Award for distinguished service in work for the blind. These are Mrs. Winifred Hathaway who recently retired as Associate Director of the National Society for the Prevention of Blindness, after being with that organization since 1916; and Mary Dranga Campbell, recently executive secretary of the division for the blind of The Seeing Eye, and previously director of the department for the blind and the crippled of Brooklyn Bureau of Charities, executive director of the Missouri Commission for the Blind, executive director of the Pennsylvania State Council for the Blind, assistant superintendent of the Ohio State School for the Blind, and co-editor and business manager of the *Outlook for the Blind*.

## WHITE CANE WEEK

May 15 to 21 has been designated as National White Cane Week. This educational and fund-raising occasion is sponsored by the National Federation of the Blind. Address: National White Cane Week Committee, Box 691, Madison 1, Wisconsin.



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## FROM MY ORINDA GARDEN

RICHARD S. FRENCH, PH.D.

FOR SOME DAYS my thoughts have turned to certain experiences in reading to blind students and the additional evidence that they have brought that objectivity is vastly more than learning through sensory data. One of my earliest disillusionments concerning the mental life of blind youths came in my first year as senior teacher, in charge of the department of the blind in the old combined (deaf and blind) California School. Just out of college and very young, the youngest teacher in the whole school, I had the "senior" dignity thrust upon me and thought it necessary to live up to the title. My university courses in language, science and philosophy afforded little guidance in handling a miscellaneous assortment of pupils from fourteen to twenty years of age, from all social and economic groups and of many national origins. They responded to my youthful enthusiasm and were interested in my diversified offerings. All but one. I came from such great masters as Gayley, Bradley and Howison overcharged with the heady vitalism of the poets and imaginative philosophers, Browning and Plato in particular.

I had charge of the reading of the school, particularly for the boys, and in general they made their own selections, rather wisely on the whole, as I now have good reason to believe. But experimentation was in order and, having a free hand, I ventured into some of the realms of higher thought with the more advanced pupils. My own introduction to Browning had come through a fine master of reading aloud, the late Elmer E. Brown, for many years Chancellor of New York Uni-

versity. I spent one very happy afternoon with Dr. and Mrs. Brown reading "Saul" and "Rabbi ben Ezra" and others of the noblest of Browning's poems. "Saul" became so much a part of me that it seemed necessary to pass it on to my blind boys and girls. So I tried Browning on them—just once! Now, Browning is as nearly devoid of *action* as any writer of fiction, verse or prose can well be; and the complete blankness of the response of a very intelligent class told me far more than any words that Browning was forbidden fare. I never tried it again!

Then began an earnest study of the reading likes and dislikes, especially of the boys. First result, the discovery that Dumas *pere* was far and away the favorite author. Readings of the adventures of the "three musketeers" could go on almost interminably, without any lag in interest, and after the reading was over a lively discussion almost always followed, even beyond the hours of legitimate bedtime. To capitalize on this interest and to lead the reading into greater diversity, not to say into works of greater merit, was no easy task. Sir Walter Scott was little more than tolerated and Dickens easily became a bore. Part of the lack of appreciation in the case of both boys and girls came from the poor quality of oral reading that could be secured for our meager fee; but there was something more fundamental in the material itself. Gradually the conclusion dawned on me that in auditory interest, in contrast to the visual, the passing moment is all important. And that passing moment must be filled, over-filled if you will, with action that makes a



direct appeal to the auditor. The action need not be muscular alone; quick thought in a tight place is frequently the very essence of the dynamic, especially in the detective story, or mystery, or tale of adventure. Resourcefulness of the Robinson Crusoe variety is again a part of action. The ready reply, the retort with rapier sharpness, words in action, have their appeal, too.

Through my apprentice years studies in reading choices and in the elements of interest in the learning process made me ready to drop the whole elaborate structure of blind education and to try for a new and untrammelled *content and method*. Five years of it were enough under the "old regime" and then came eleven years of high school administration and university teaching and the opening of a new world of education, many discoveries in which could be brought back to the blind in the opportunity for creative work which came under the great directorship of Mr. Will C. Wood in 1922. And one of the first experiments in the new regime was to reevaluate the doctrine of interest and among other things to restudy the values of oral reading.

John Masefield had come forward in English poetry and his verse held for me a fascination beyond that of any predecessors except Milton and Shelley. So Masefield must be tried on a group of very superior young men, average age twenty, rather stereotyped in training but keen and openminded. I chose "The Everlasting Mercy" for an evening's reading. The language is crude but clear, descending at times to gutter usage, rising at times to sublimity, but always understandable. And the whole long poem is full of dramatic action from beginning to end. From the very start it gripped the group and then interest grew with each episode. During the prize fight scene one Irish lad, attuned to the theme by the blood of generations of fighters, clenched his hands hard on the chair arms and leaned toward the reader as if ready to

jump forward and join the fight. In fact this is just what he did almost literally, participating in the drama through "pity and terror", as Aristotle pointed out some two thousand years before. The experience was a novel departure from the stodgy dullness of the classroom procedures to which all the boys had grown accustomed; and when the moral finale came, in which Masefield rises to the greatest heights of genius, the boys were ready for it and could appreciate as never before a philosophy and a religion expressed with sublime beauty. Of Masefield they had known before only certain lyrics, and the reading of that evening opened a new world to them and enlivened, I am sure, even the routines of geometry, science, history, and music, handcrafts and English "as she is taught" and shouldn't be.

Later it was my privilege to hear John Masefield himself tell his life story and read from his poems certain illustrative selections. He recited the long finale of "The Everlasting Mercy" and it was easy to see that the poem was his own favorite. The great university audience, filling the largest lecture hall, responded just as my few boys had responded to the honesty, sincerity and genius of a great poet, and notably leaned forward with the same eager interest in response to the *action* in his verse.

Subsequent studies and discussions with blind teachers and students led to the conviction that the educated blind have a far keener appreciation of literary values than the average of college and university men and women. *But* the approach through experience and action is essential if one is to avoid verbalism and the stereotyped conformity of the "yes, Dr. Smith" student. Even prolonged descriptions of the personally conducted type, can be very fascinating to the totally blind person when the interpreter of travel or scenery is *narrator* and scenes take on the successive picture values of the cinema. "Now the train is coming to a stop in San Antonio,



site of the Alamo, famous in Texas history for the heroic last stand of its patriotic defenders" and so on, this last bit taken from actual experience when I accompanied that devoted blind librarian, Miss Kate M. Foley, to one of the national conventions.

### PARENT-TEACHER RELATIONSHIP

In the fall of 1948, the faculty of the Maryland School for the Blind unanimously voted to form a parent-teacher group. For years there had been a need for such an organization. Few of our teachers ever met the parents and, therefore, seldom had an opportunity to discuss the children's welfare and progress with them. When the families were approached as to the possibility of inaugurating such a plan, they, too, were enthusiastic. So, in October an invitation was sent to all the parents asking them to meet on a Sunday afternoon at the school. About one-third arrived, some coming as far as 100 to 150 miles.

Three meetings a year were planned, at which a noted educator, or someone "high up" in a related field, would speak. It was also decided that an hour after the business meeting would be given over to refreshments and conferences. Meetings start at 3:00 p.m., lasting not more than an hour, but from four o'clock on parents and teachers find ample opportunity to talk with one another. Very often it is six o'clock before all have left.

Parents have appreciated these meetings in that they have been given a chance to meet one another. The individual problems which some have brought to the group and discussed have found a solution. An invitation has also been sent to parents of blind preschool children. It has been gratifying to see this group grow in number, for many of these people have been anxious for help and probably no one is better qualified to give advice to these fathers and mothers than those parents who have already faced and solved their problems.

It is our belief that the parent-teacher group has been most worthwhile. Parents are seeing an entirely different view of the school. They are beginning to realize some of our problems and they are enthusiastically wanting to be of assistance. Teachers are honestly happy about meeting the families of their pupils and are learning some facts which can be most helpful in working with the boys and girls.

Last year we had the state superintendent of schools and the supervisor of special education as speakers. This year we have had the director of the state rehabilitation division and the assistant superintendent of the Maryland Workshop for the Blind as speakers and are looking forward to hearing a noted child psychiatrist at our next meeting.

We believe that any school for the blind, no matter how large or small, would profit by adopting some such plan as ours. Even if the response is small at first, you will have made a start toward a better understanding of one another's problems. You will be surprised how far some will go to attend such a meeting and we assure you that the dividends you obtain will be well worthwhile.

—Francis M. Andrews

  
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*and*  
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## MOTION PICTURES IN EDUCATION FOR THE BLIND

NELSON COON

NOT SO MANY YEARS AGO, before there were talking pictures, the people who were handicapped by deafness were at a considerable advantage over blind people from the standpoint of theatrical entertainment. The movies were a great delight to the aurally handicapped group, because it was the one field of entertainment that was entirely visual and within their comprehension. The coming of the sound track some twenty years ago, however, changed the picture and while the deaf people are now at a decided *disadvantage* from the standpoint of enjoying movies, the blind have moved up to a point where this form of entertainment is within their grasp. It has been known for a long time that many blind people are avid movie fans, but not so much has been done, at least here in New England, from the standpoint of the use of movies for educational purposes.

To the end of discovering just what the value of educational movies would be in the school for the blind, Perkins Institution recently purchased a movie projector and made arrangements for a carefully considered program of films to be used in full coordination with the educational program. As is true with the use of movies throughout the general educational world, the program is administered by the librarian, but all of the planning is done by one of the teachers in the social studies group. In this case, Miss Clara Pratt, for many years a leading teacher in the social science field and the author of the book on

the teaching of geography to the blind, took over the work of coordinating the pictures with the teaching program.

In order to possibly be of help to some other group which might be interested in a program of this nature, the following information is given. The movies are shown once a week, and, for those who attend, the showing takes the place of evening study hour. The programs as planned have varied in length from a half hour on, but generally not over three quarters of an hour, it being felt that too long a program provides more information than can be absorbed. The longer programs are the occasional ones which are pure entertainment. The weight of the programs has been on the side of geographic knowledge, with a good proportion of nature stories. Other programs have been in the fields of economics and history, and about once a month a full-length feature picture (usually of historical interest) has been introduced. From the technical standpoint the only variation from normal projection procedure is the use of a plug-in microphone, whereby the projection man reads opening titles and other texts which appear on the film or (rarely) explains some scene or action where the sound-track is deficient.

As is natural, the question always arises, in a consideration of this kind, "Can the blind get any good out of movies?" The answer that we have after a full year of experimenting with these programs is definitely an affirmative one, as may be seen by some of the results carefully recorded weekly.

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Nelson Coon is librarian at Perkins Institution and Massachusetts School for the Blind, Watertown, Mass.



Without mentioning tiresome details, we can say, from the results of tests given the pupils with the same set of questions before and after seeing the movies, that all of the essential facts in the various pictures were gleaned by the majority of intelligent pupils. A rather interesting fact also is that although the group of pupils has always been about fifty per cent totally blind and fifty per cent partially seeing, there has been no observable difference in the grasp of the picture content by the partially seeing and the totally blind.

As the movies have been quite largely on a non-obligatory basis, we have been able to give tests to pupils in classes who went to the movies, and also to those who did not, and in one particular case, to two groups of sixteen pupils each who were asked a similar set of questions after one of the groups attended a movie and the other did not. A total of nineteen questions were answered correctly by those who did not attend the picture whereas the other group attained a score of forty-five correct answers by the same number of pupils in the same age group and of average intelligence. This would seem to prove that the pictures definitely are a means of providing valuable supplemental information, as well as having decided entertainment and social value.

It can be stated that the value of the movies in general has been far beyond the expectations of the teachers. Also very noteworthy is the fact that lack of sight seems to have little to do with the value of the picture from the educational standpoint.

Another interesting fact that has been noted is that for those who have some sight the colored pictures have value which seems to be far beyond their content. The sensation of changing and moving color has obviously an aesthetic value which should not be discounted in any consideration of this kind of a program.

Also the appreciation by the pupils of the carefully considered sound-track is very great. One of our films was an advertising picture

on the making of paper, but it produced a hearty round of applause from the pupils, whose ages were in the early- and mid-teens. This was evidently because throughout the picture the descriptions on the sound-track were very effective and there was absolutely no loss of continuity for those without sight. We also have noted that sound-tracks which are badly worn or otherwise deficient cause the picture to be heartily disliked.

In conclusion, it may be said that our program of showing movies to pupils has achieved valuable educational results and at not too great a cost. We are fortunate in being near the sources of supply for movies, but have not depended upon the ordinary catalogues for finding the right type of picture. We have sent far and wide for special catalogues, and each program is arranged very carefully. We have found it necessary to plan the programs at least six months in advance and in general find that the regular weekly presentations should be on a business-like and regular basis. We are now using the best possible equipment under the best possible acoustical conditions. Showings will all be included in the period from mid-October until the Easter vacation, after which time we find that the interest in indoor affairs diminishes; and the movies will then be discontinued until fall. It is certainly very conclusive that movies are of value to the minds of children in building up a general educational background and are no less so with the blind than in the case of seeing pupils.

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The American Bible Society offers to the blind all of its embossed volumes of the Bible, including the Scriptures in braille grade 1½ and in braille grade 2, as well as the complete Bible in the Moon system in fifty-eight volumes, at the special price of 25 cents a volume, plus postage. For further information please write to the American Bible Society, Department for the Blind, 450 Park Avenue, New York 22, New York.



## TEACHER EMPLOYMENT OUTLOOK

Every year many blind college seniors and graduates write to the American Foundation for the Blind in regard to placement or opportunities as teachers. Most of these persons have specialized in secondary education, usually in the fields of English or social science. It is not a pleasant duty for us to tell these young people, eager to go to work and to make use of their ability and training, that there are no vacancies in the fields which they have chosen. Usually we do not know whether they have had no educational counseling or if this was ill-advised. When the matter comes to our attention, it is too late for us to remedy it; and it is impossible for us to contact many of these people before they start to college or early in their college careers. Therefore, we are taking this opportunity to present a few facts which we hope teachers and counselors in schools for the blind will pass on to their pupils. These facts do not apply directly to blind teachers but we believe that such teachers are affected by the general employment situation to such an extent that these findings are vital to them.

America's colleges will have to train four times as many grade school teachers as were trained last year to meet the peak need for new teachers in 1953-54, when a tremendously increased flock of children will crowd the schools. This conclusion is contained in a 90-page bulletin, "Employment Outlook for Elementary and Secondary School Teachers," prepared by the United States Department of Labor's Bureau of Labor Statistics in cooperation with the Veterans Administration. The main cause of the severe grade school problem, the report states, has been that teacher-training institutions in most states are turning out far fewer teachers than are needed. Also, the need for teachers has been made more acute by the millions of "war babies," many of them already of grammar

school ages; millions more "post-war babies" soon will be starting school.

The picture for high school teachers is quite different. Nearly every state now has an oversupply at this level, except in special subject fields such as home economics, commercial work, and industrial arts. In 1949, four secondary school teachers were trained for every one that was needed and the outlook for such teachers may become worse before it gets better. The number of high school teachers required in most states probably will decline slightly until 1952. For three years after 1952, the report predicts a slowly increasing need. Next will come a rapid increase until the late 1950's, as the peak number of students moves from the lower grades into high school.

The report presents charts to illustrate another reason for the shortage of teachers at grade school levels. It points out that more new teachers will be required to take the places of those leaving the profession than will be needed to handle the additional youngsters. The rate of leaving varies widely from state to state. In nineteen states, the 1948-49 rate ranged from three to eighteen percent. As an example, enrollments in Kansas elementary schools are expected to be 50,000 higher by 1956 than at present. It will take about 1,600 new teachers to handle the increase and another 12,000 for replacements alone, should the withdrawal rate remain as high as it was in 1948. On the other hand, Arizona grade school enrollments are expected to increase by about 36,000 by 1956, requiring about 1,200 new teachers. But, partly because of lower withdrawal rates, only 2,000 additional teachers will be needed for replacements if the rate of leaving stays the same as in 1948.

The problem of grade school teacher shortages is complicated by varying working conditions and salaries from state to state. Many states, with relatively good salaries and work-



ing conditions, draw teachers from other states. This increases the training problem for the less fortunate states.

In addition to reporting on the employment outlook, the bulletin gives information on certification requirements and earnings in each state. It is available to the public, for 35 cents, from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Ask for Bureau of Labor Statistics bulletin, No. 972.

### PAN-AMERICAN CONFERENCE

More than five hundred eye doctors and prevention of blindness workers attended the conference, sponsored jointly by the Pan-American Association of Ophthalmology and the National Society for the Prevention of Blindness in Miami Beach, March 27-31.

The two organizations met jointly "in order to achieve better coordination of activities throughout the hemisphere and to wage a more intensive campaign against the human tragedy of preventable blindness," according to Dr. Conrad Berens, president of the former organization.

"The Americas Unite to Save Sight—a Mid-Century Conference on Progress," the official title of the conference, is descriptive of the two-fold objective that marked the occasion: To measure the progress made in preventing blindness during the first half of the century; and to map out the strategy to be followed for the coming fifty years.

Papers presented during the week covered such questions as: How can the eyes of industrial workers be protected from hazard? What are the most effective techniques for testing the vision of school children? What are the best methods of treating glaucoma? The use of ACTH, cortisone, and anti-histamine drugs in treating eye conditions. Does supersonic flight damage the eyes of pilots? The effect of overexposure to sunlight on visual acuity. The increasing rate of blindness among premature infants.

### PLAYWRITING CONTEST

A playwriting contest will be conducted by *Plays, The Drama Magazine for Young People*, to celebrate its tenth anniversary. Five hundred dollars in cash will be awarded for the best one-act plays suitable for production by young actors. The prize plays will be published in the magazine, which provides its subscribers with a wide variety of royalty-free dramatic material each month of the school year.

Judges for the contest are: Betty Smith, author of *A Tree Grows in Brooklyn, Tomorrow Will Be Better*, and over seventy published plays, and editor of two one-act play anthologies; N. Bryllion Fagin, director of the Johns Hopkins University Playshop, and author of numerous articles and books on writing and literature; Samson Raphaelson, dramatist (*Accent on Youth, Jason, The Jazz Singer, Skylark*), story and film writer, instructor, and author of *The Human Nature of Playwriting*; and A. S. Burack, Editor, *Plays, The Drama Magazine for Young People*.

The contest, which closes July 1, is open to any resident of the United States. Any person interested in submitting plays should write for rules and further information to the Contest Editor, *Plays, The Drama Magazine for Young People*, 8 Arlington Street, Boston 16, Mass.

### DR. ALLEN DIES

As this issue of the *Outlook* goes to press we have just learned of the death of Dr. Edward E. Allen at Muhlenberg Hospital, Plainfield, N. J., on April 14. For about a year Dr. Allen had made his home with his son in Westfield, N. J. Thus passes a leader who probably has had more influence on the education of the blind than any other person since Samuel Gridley Howe. An extended obituary will appear in the June issue of this magazine.



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## THE SUGGESTION BOX

*By the Special Services Department*

**TRAVEL ALARM CLOCK.** For a long time there has been some little demand for a travel alarm clock adapted for touch reading. Unfortunately, virtually all commercial travel clocks hitherto available have had rectangular or oval faces which did not lend themselves to proper brailleing. The one previous model which might have been adapted was quite expensive.

Now, however, Everbrite Watch Company, of Winsted, Connecticut, has brought out "Traveltime", a neat and compact circular clock mounted in a simulated leather covered rectangular case. This clock is now offered with braille indications around the bezel. Single dots appear at each hour, with extra dots over the edge of the bezel at 3, 6, 9, and 12. The 2½ inch face has harmless luminous markings on the numbers as well as on the hands, and the slender alarm hand is on the same axis as the minute and hour hands so that the alarm may be set with fair accuracy by touch. A single "wind" key winds both clock and alarm. The closed case measures 4⅜ by 3¾ by 1⅜ inches thick and weighs about fourteen ounces. The alarm will ring with the case closed as well as open. Bezel and edging of top and bottom of cover is simulated gold. Case is covered either with alligator or blue or red imitation leather. Lining is peach moire. Ninety day guarantee. Postpaid, \$5.00.

**SCREW STARTER.** A couple of months ago reference was made to a screw starter which, it was reported, could be secured from Tuners Supply Company in Boston. The models available bore no manufacturer's name, and it had not then been possible to arrange for discounts. It now develops that this starter is

a product of the Bingham-Herbrand Corporation, and that a new model with a plastic, shock-proof handle has been put into production.

For those who may have overlooked the original announcement, it should be said that a center blade is flanked by two outer blades which are an integral part of a spring-loaded knurled sleeve. When the sleeve is turned so that the three blades line up, it "cocks" or locks into place. When the lined up blades are set into a screw slot and pressed, the spring is uncocked allowing the outer blades to press vigorously against the inside of the screw slot, so that a fifteen pound pull is necessary to dislodge the screw starter from the screw. When the screw is seated, or sufficient torque is developed in turning, it automatically releases by recocking.

This screw starter is available in two lengths—6 and 9 inch—and fits standard slotted screws down to size No. 4. The tool is primarily for locating screws in the proper holes, and getting them started. The finishing operations ordinarily require a regular screw driver. Postpaid, 6 inch, \$1.25; 9 inch, \$1.35.

**QUICK-WEDGE SCREW DRIVER.** This appears to represent a brand new approach to screw driver design. To a certain extent it does the same work as the screw starters aforementioned. In some ways it is better, and in others not quite as convenient. Both will find uses in the average tool chest.

Experience already indicates that this is not an easy tool to describe. Imagine a standard screw driver in which the blade and shaft have been cut apart somewhat diagonally, from end to end. A plastic knob at the end of



an aluminum tube surrounds the split blade. Ordinarily, the tube is towards the screw driver handle, in which position, the blade, viewed straight-on, appears as a normal blade, except for the small, diagonal slit at the center. When the tube is pushed toward the tip of the blade, it pushes the halves of the tip together, so that each rides up on the diagonal of the other, spreading them apart with reference to the flat sides, thus gripping the screw slot. The harder the sleeve is pushed forward, the tighter the grip. When the blades are spread apart tightly, fair torque can be developed in either direction. The screw driver has a  $\frac{5}{8}$  inch plastic handle,  $2\frac{1}{2}$  inches long.

It is likely that the demand for this item will exceed the manufacturing capacity of the factory, so that deliveries may be slow. It is being stocked in four and six inch blade lengths (exclusive of handle). Postpaid, 4 inch blade, 70¢; 6 inch blade, 75¢. Handles down to a No. 4 screw.

**WALKING BRAILLE WRITERS.** It has been demonstrated that a sheet of eighth inch thick gum rubber, placed under a braille writer, tends to reduce the noise slightly, and goes a fair way towards keeping the writer from shifting on the table. This is not as positive a solution of the "walking" problem as some others which have been suggested, but it is extremely simple and costs very little.

**CANE FOR BILATERAL HAND AMPUTEE.** The department was asked to design and construct a cane for use by a man who, in addition to being blinded, had lost both hands. Since the man for whom it was made is reported to have found it extremely satisfactory, and was able to use it with a fair amount of ease, as well as to put it on and remove it without help, it seemed worthy of notice here.

The man in question had a forearm extending 7 inches below his elbow. Aluminum was formed to fit the inside of his right forearm. A length of Dural tubing was pressed

together for the upper 7 inches and the aluminum was bolted to this. A thin rubber lining was then installed, and  $\frac{3}{4}$  inch elastic bands of the proper length were rivetted to the top and bottom of the aluminum sleeve. The cane was given a slight bend downward below the sleeve and the bottom of the cane was fitted with a standard glide ferrule. The man was shown the use of the long cane technique in some of its aspects and is now reported to have achieved full mobility in the hospital and grounds where he is receiving treatment.

**THE AP5 MACHINE.** It has been decided to put out another lot of recording machines, similar to the former All-Purpose Sound System, but designed for recording only by the embossing method. Several new developments have occurred which promise a virtually noise-free fifteen minute recording on each side of a  $5\frac{7}{8}$  inch plastic disc. The machine will play all the types of records which could be played on earlier machines, but is not adapted to "cutting" records. Music, however, embossed on these inexpensive discs, has a quality comparable to those formerly obtainable only by cutting.

It is also hoped that an instantaneous start-stop mechanism can be developed for hand or foot operations, and that this can be supplied as an "extra" for those who wish to use the machine as a piece of dictation apparatus.

This announcement is being made so that those who have been planning on the purchase of a recorder of this type may continue with their plans. It is rumored that there may also soon be some commercial developments with respect to embossed recordings, and that a relatively inexpensive model may be on the market which might meet the needs of many who cannot afford the AP5 machine.

It is expected that means will be worked out for installing the latest AP5 improvements in earlier models at a nominal charge. Details will be announced as soon as available.



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## BULLETIN BOARD

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*Michigan School for the Blind*—Mr. Jesse G. Manley has joined the faculty as instructor of piano tuning. Mr. Manley is a graduate of the Georgia Academy for the Blind and received a bachelor of music degree from the Wesleyan Conservatory of Music and Mercer University in Macon, Georgia. Following his graduation, he taught piano at the Georgia Academy. During the war he was an instructor in piano tuning at Old Farms Convalescent Hospital in Avon, Connecticut. Here he worked with blinded veterans of World War II. He has also had his own music store and his own business of piano tuning in his home town of Griffin, Ga.

*Iowa State Board of Education*—Mrs. E. Channing Evans recently resigned after thirty years of service. She had been the field agent for enrolling blind and deaf pupils in the state schools since 1919. During this long period she has been highly successful in selling special education to the parents of handicapped children throughout the state.

*Industrial Home for the Blind*—Thirty blind and seeing men and women presented the Light Buoy Minstrels of 1950 on January 19 and 20. Planning, casting and details of production were handled throughout by the blind. Technical advice and assistance was furnished by seeing men and women with experience in direction, stage settings, make-up, music, singing and the various and innumerable details that beset amateurs. The aim of the organization is to encourage blind members to participate in similar activities to those of seeing persons and to take part in such activities in the organizations, predominantly of seeing persons, of which they are active members.

*Division of Services for the Blind, Department of Social Welfare, Montpelier, Vermont*—Eugene Greemoore has resigned as rehabilitation supervisor to become Assistant Personnel Director for the state. Kenneth Morrison has taken Mr. Greemoore's place. A vending stand and a snack bar, both operated by blind women, have been opened in the new state office building. There was an exhibit of products

made by blind Vermonters at the Farm Products Show in Barre during February.

*Connecticut Board of Education of the Blind*—Our first dictaphone placement was made thirty years ago (February, 1920) at the office of the Phoenix Insurance Company in Hartford. It is pleasing to note that the young woman placed has given marked satisfaction at the company's office and that, on the occasion of her thirtieth anniversary (February 10), she was presented by the superintendent of the automobile department of the company in the presence of fellow workers with a generous check, a pair of gold earrings and notification of a liberal increase in salary. She now transcribes dictation recorded by eight male members of the staff. She says it is hard work and requires close concentration, but she takes pride in the fact that she has been commended for her accuracy.

*National Society for the Prevention of Blindness*—The average American today can expect to live some twenty years longer than the average American of 1900, but in many instances these additional years are bought at the cost of blindness. This is the greatest single problem today in the battle to save sight. The number of adult persons who are blind—allowing for deaths—is growing at the rate of 4,800 a year. Because more people are living longer, more men and women are being subjected to the blinding diseases that strike most often in later years. At the other end of the life span, there has been in recent years a seventeen per cent increase in blindness from hereditary and congenital causes . . . due partly to the fact that more premature babies are being saved, and in some cases their eyes are imperfectly developed. The hopeful side of the picture is that more than half of all blindness can be prevented. During the next decade an estimated 220,000 Americans may lose their sight if we don't do something about it. For some we can do nothing. But for at least half—110,000—sight *can* be saved by full use of the knowledge we already possess. Even more might be saved from darkness through additional eye research.



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### EDWARD ELLIS ALLEN, D.Sc. AN APPRECIATION

OLIN HOWARD BURRITT, D.Sc.

BORN IN A HOME OF CULTURE, reared in an educational atmosphere—his father taught with his three brothers in the Allen School for some forty years and died in harness; privileged to attend German schools in Leipsic and Zurich for two years during his eleventh and twelfth years, there acquiring a mastery of the German language which stood him in good stead in his future work; graduated from Harvard University in 1884, *cum laude*, where his physical prowess enabled him to make the record in rope-climbing which he still holds and to represent his alma mater twice in throwing the hammer in

the intercollegiate games; attendance for a year at the Harvard Medical School; tutoring in scientific German in the summer of 1885 and three years' experience in teaching in the Royal Normal College for the Blind and two years at Perkins Institution—all these achievements gave Edward Allen an unusual preparation for his lifework—the education of blind youth.

As the year 1885 was a lean one in the Allen English and Classical School and as it was a brother's turn to go to college, his father suggested that he take a year or two off to earn money to finish his medical course. At this time his father's cousin chanced to meet Dr. Campbell on board a ship which was bringing him to America, seeking American teachers for his school in London. A meeting was arranged and Mr. Allen agreed to go to England for two years but not for more. He looked upon the interruption in the light of an adventure.

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Upon Dr. Burritt's retirement from the principalship of the Overbrook School for the Blind on account of ill health, Dr. Allen wrote an "Appreciation" for the *Outlook* (January 1937). It is therefore particularly fitting that we should now print this "Appreciation" of Dr. Allen by Dr. Burritt, which was delivered upon the occasion of the unveiling of the Allen tablet at Overbrook in January 1941. Thus we have the unique situation of two of the greatest American educators of the blind appraising each other's contributions in this field.



Thus, in this casual meeting with Dr. Campbell, Edward Allen entered upon his lifework; for his three years' teaching at the Royal Normal College convinced him that he preferred teaching to medicine. He then and there decided not only to teach but to teach the blind if opportunity offered. He evidently chose wisely; for Lady Campbell once said to him years afterward: "What an easy time we should have had at Norwood if all our teachers had had the training you had and had been as interested and devoted as you were!"

"While in England he received from his father the following cable: 'Identical position offered you in Boston and Philadelphia.' He chose Perkins as being nearer home. This was his only reason for the choice, since he knew neither school. Mr. Allen's choice was one of those turnings of the corner which George Eliot speaks of, that determines one's future career. It hardly seems as though it could have been chance."

"Mr. Allen stayed two years as boys' principal teacher under Mr. Anagnos who wrote in the next annual report of the Trustees that Mr. Allen had resigned to accept a more lucrative position in the Philadelphia school."

What better foundation for his lifework could have been secured than his three years at the Royal Normal College under Dr. Campbell and his two years at Perkins as boys' principal teacher under Mr. Anagnos—an important position in two leading schools for the blind under the tutelage of two such leaders among the educators of the blind as Campbell and Anagnos!

This is perhaps the time and place to introduce the subject of Dr. Allen's contributions to the education of the blind. It is unquestionably true that Mr. Allen was better qualified than any other superintendent of a school for the blind to pass upon the merits of the four embossed types struggling for supremacy in the American schools for the blind—Boston line letter, New York point,

American braille, English braille; for as a teacher in Dr. Campbell's school he had learned and used English braille; at Perkins he had used the Boston line letter and, finding New York point in use at the Philadelphia school, he learned this type and continued its use for two years. He was thus in an unusual position to know the merits of each type—a position that was his alone because he was the only superintendent of an American school for the blind who knew all the types. He believed braille was superior to all other systems and American braille superior to English braille. Accordingly he began to produce books and classroom material in American braille at Philadelphia in the school's primitive printing office. As soon as the Hall braille writer had been developed into the epochal stereotype maker in 1893, Mr. Allen procured one for his printing office. Most of the braille schools followed suit and all began to send thin plates to the American Printing House at Louisville, thus rapidly increasing the number of books available in American braille. Dr. Allen's leadership in this movement unquestionably warrants the statement by Mr. Frank C. Bryan in his paper presented at the World Conference on Work for the Blind in New York in 1931, that to Mr. Allen belongs the credit of holding the country for braille as against New York point.

The only superintendent in recent years afforded the opportunity to rebuild two schools for the blind—Overbrook and Perkins—Dr. Allen has had a profound influence on the architecture of recently built plants of American schools for the blind. No sooner was Overbrook completed than its characteristic features were incorporated in several new schools, notably Missouri and Florida. It was Mr. Allen's original purpose to rebuild the Philadelphia school on a complete cottage plan but, the cost proving prohibitive, he compromised by providing cottage units complete with the exception of dining rooms and



kitchens, served by congregate dining rooms and kitchens. In the reconstruction of Perkins, he was able to provide a complete cottage system, thus providing separate small family units in accord with the most advanced thought. Thus has Dr. Allen influenced strongly the architectural features of American schools for the blind. And this influence has extended to the school grounds, both Dr. and Mrs. Allen having spent many hours in beautifying the grounds at Perkins, Dr. Allen planting many fruit and nut trees and grafting old ones; Mrs. Allen building "the gardens around the Director's house, setting out the wisteria on the south front, where it became known as one of the beautiful spring sights, especially from across the river."

Everyone who comes into work for the blind with an interested and unselfish purpose soon realizes the importance of all efforts for the prevention of blindness. Dr. Allen wrote again and again: "There is no solution of the problem blindness presents save Prevention." Having had experience in three schools for the blind with children who saw too little to be taught in the public schools, but too much to be in a school for the blind where they were misfits, Dr. Allen saw the solution of this vexatious problem in the formation of classes for them in the public schools, which he learned during a visit to London in 1909 had been provided for them in that city. Upon his return to America he took immediate steps to have such classes organized in Boston. As a result of his efforts, the first class for semi-sighted children in the United States was opened in Boston in 1913, with an average of five pupils. Visiting the class one day and finding the teacher, Miss Smith, a former member of the Perkins' teaching staff, worried by failure to get much-needed supplies, he authorized her to procure them from time to time and send the bill to him for payment from the appropriation of \$2,700 which the Perkins Trustees had voted to help the experiment. A part of this was

used later to help open the Springfield and the Lynn classes. This one class has resulted in the opening of forty classes in Massachusetts and something like 558 by 1938 in the United States. Thus Mr. Allen may justly be considered the originator of classes for semi-sighted children in the United States.

To become indentified with a school for the deaf one must have special training for it, such as is provided at Gallaudet College. Superintendents of schools for the feeble-minded are chosen from among those who have acquired some knowledge of the problems involved by training in a school for the feeble-minded. But as Dr. Harry Best has recently written, "*the work for the blind remains in certain respects the last stronghold of the old conception of charity.*"

But the idea of the necessity for training for teaching the blind is "taking hold of educators of the blind. The A.A.I.B. has appointed a committee on the training of teachers: George Peabody College for Teachers in Nashville, Tennessee has had summer courses for some years; now the Illinois Institution at Jacksonville, the Michigan Institution at Lansing and the Normal College at Ypsilanti are having them and the New York Institute is cooperating with Columbia's Teachers College in a special department for the training of teachers for several classes of handicapped children."

All these have had their initial inspiration in the Harvard Course for training teachers of the blind begun by the Perkins Institution and Harvard University under the leadership of Dr. Allen. Thanks to his vision and his faith in the justice of his cause, indifference is giving way to acceptance of Dr. Allen's belief in the necessity for training teachers of the blind youth of America.

In recognition of his manifold services to the blind, the University of Pennsylvania, in 1930, conferred upon Mr. Allen the honorary degree of Doctor of Science. In 1932 he was given the Gold Medal of the National Insti-



tute of Social Service. In June of the same year the Boston Lions Club opened a summer vacation camp for blind girls which they very appropriately named Camp Allen. Knowing him intimately as I do, I do not hesitate to say that he holds in equally high esteem the degree of F.B.—Friend of the Blind—once conferred upon him by Mr. Van Cleve.

“After the excitement and stress of being head of an institution had worn off a bit, Mr. Allen felt he should know his pupils better and should get in touch with the studies in child psychology being conducted by G. Stanley Hall of Clark University. His position and year of medical study gave him entree to Wills Eye Hospital, where he attended various eye clinics and operations, the better to understand the physiology of that organ. His studies at college had been largely biological and literary; he had had no psychology. Accordingly for two summers (1895 and 1896) he attended Stanley Hall’s courses at Clark and one summer (1897) he took Dr. Dudley Sargent’s course at Harvard on the theory of physical training.”

Later he became a member of the Feeble-Minded Club which Superintendent Johnstone organized at Vineland, New Jersey, for the study of the problems of feeble-mindedness. Here he got the idea of starting a psychological clinic but “his going away to rebuild Perkins put an end to such experimentation until that school had been housed in Watertown, when he soon found a psychologist and in the small and tentative way in which he always began, started the psychology department at Perkins.” The psychologist found was in the person of Dr. Hayes of Mt. Holyoke College, who was vitally interested in problems of the blind, and in 1916 research was begun.

These are some of the concrete results of Dr. Allen’s two summers’ work with G. Stanley Hall, his summer with Dr. Dudley Sargent and his frequent visits to the Train-

ing School at Vineland. Through cooperation with the American Foundation in the maintenance of an experimental school, Dr. Allen and Perkins have made notable contributions to the psychology of blindness. Overbrook has been glad to cooperate in these studies and make some contribution to this new science.

Time does not permit me to pursue this interesting subject farther, much as I should like to do so. Suffice it to say that in the history of the education of the blind in the United States, the name of Dr. Edward Ellis Allen will loom large.

My introduction to Edward E. Allen was in 1901, when, as a member of the New York State Commission on the Adult Blind, I visited the then new school at Overbrook. My initial impression of Mr. Allen was that he was an educator, devoted to his work in the field of special education and filled with enthusiasm for elevating the condition of blind people.

Our next meeting was at the New York State School for the Blind at Batavia, where he visited me—the newly appointed superintendent. I recognized in him a kindred soul who was eager to render every possible service to a neophyte in the field in which he had labored continuously since his college days at Harvard.

We next met at the 1902 Convention of the A.A.I.B. at Raleigh, North Carolina. While I was impressed with the ability of “the big four”—Messrs. Anagnos of Boston, Huntoon of Louisville, Morrison of Baltimore and Wait of New York—the personality of Allen of Philadelphia made the strongest appeal to me. I was particularly impressed with Allen’s open-mindedness as a searcher after new truths in the education of blind youth. This initial impression has been intensified with the passing of the thirty-three years of a very intimate professional and personal association. Even today in his eightieth year, I marvel at Allen’s open-mindedness and his search after any new truths



which he can acquire to make him more helpful to his people—blind folk of every age and condition. In this respect he is not surpassed by any of his professional associates in the prime of life.

Another outstanding characteristic is the possession of those qualities of mind and spirit that draw blind people, young and old, to him. They recognize in him a true and loyal friend, devoted unselfishly to their best interests. They trust him implicitly and their faith in him has never wavered. A friend of the blind indeed is he of whom this can be truthfully said!

While Allen has an open mind on all questions pertaining to the training and employment of blind people, he is not unstable or uncertain about the fundamental principles that underlie the education of the blind and the enlightenment of seeing people concerning the capabilities of the educated blind. His years of varied experience have led him to definite conclusions on most questions pertaining to the education of blind people. And to these conclusions he clings tenaciously.

We have met here tonight to present to this school a bronze tablet of Dr. Allen. It is most appropriate that this tablet should be placed on the walls of the Philadelphia school where Allen did his initial independent work and laid the foundation which entitles his name to be included among the leaders of the progressive educators of the blind of the United States—indeed of the entire world. May a worthy Elisha be found among this generation of educators of the blind upon whose shoulders this Elijah's mantle may fall is the sincere wish and hope of the multitude of friends of Dr. Edward Ellis Allen—the Friend of the Blind.

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The following supplement to the above article was prepared by Albert G. Cowgill, who succeeded Dr. Burritt as principal of the Overbrook School for the Blind, from which position he retired in June 1945.

### DR. EDWARD ELLIS ALLEN

As indicated, the above appreciation was read January 29, 1941, at the unveiling of the bas-relief portrait of Dr. Allen, now on the west wall of the Overbrook auditorium, in commemoration of fifty years of service to the blind. As the atmosphere of the Allen years was wafted gently through the crowded hall that night, one of "his girls" read vignettes from many successful graduates and former teachers, paying tribute to their beloved principal and dear friend. One paragraph should be included here: "We pay tribute to your wisdom, your kindness, your counsel, your achievements and your enduring friendships for the blind and your faith and confidence in their ability to do worthwhile things."

Mrs. Allen and Ellis were present to recall the yesteryear that linked us all with the past which is the secret and the foundation of the future. The nationally known sculptress of the bas-relief, Miss Bashka Paeff of Cambridge, Massachusetts joined in the ceremony. For many of us the portrait of Dr. Allen will hang upon the walls of memory but for oncoming generations at Overbrook, this bronze will remain as a reminder of loving and faithful service to a cause.

Dr. Gabriel Farrell, just back from Iran as a special ambassador for the United Nations, wrote me yesterday: "It is hard to relate definitely Dr. Allen's activities after retirement, beyond stating his annual visits to England until the war and his constant visiting of groups of blind people both in this country and in England. He took a great deal of pride and interest in the page in the *Outlook for the Blind*—"Dr. Allen Says"—and he contributed constantly to all the publications for the blind such as "The Weekly News" and "Our Special." Of course, his chief activity until a year ago was his series of lectures to the Harvard Class at Perkins, and he spent a great deal of time around the



grounds watching the growth of his grafted nut trees and taking great pride in the beautiful shrubbery which abounds on the Perkins grounds largely through his planning." Dr. Farrell added: "I think he loved Overbrook a little more than Perkins although he never would quite admit it." Also, that a memorial service to Dr. Allen would be held at Perkins on Monday, May 22 at 3:00 P.M.

Mrs. Allen's beautiful "book-record" of those fruitful years, giving an extended account of the many events and movements which his life had touched, brought this answer from Dr. Allen: "I feel less satisfied with having rebuilt two institutions, with having initiated a course for the training of teachers of the blind, and with having started

our classes for the conservation of vision than I do with having completely changed the spirit of the Philadelphia School and with having kept alive the idealism I found at Perkins."

The funeral service was held in the Newton Cemetery Chapel. The clergymen officiating at the service was Rev. Samuel A. Eliot, D.D., formerly the minister of the Arlington Unitarian Church, Boston, and a member with Dr. Allen of the Harvard University Class of 1884.

Surviving Dr. Allen are: his wife, Katharine Gibbs Allen; his son, Edward Ellis Allen, Jr.; a daughter, Mrs. Percival W. Davis, Hants, England, and a grandson, David H. Malan, also living in England.

## NEW UTAH CENTER FOR THE BLIND READY FOR OCCUPANCY

MURRAY B. ALLEN

THE NEW Training and Industrial Center for the Blind, at 309 E. First South, Salt Lake City, is about to be occupied. The building is of classic design adapted to modern lines and stands on an imposing corner just three blocks from the business district. In the neighborhood are churches, schools, medical centers, and a number of welfare and social agencies. It is on a through street where hundreds of cars pass each hour. The traffic hazard thus presented is being studied by the public safety department to eliminate accidents to blind persons.

The program in Utah is of wide scope and the Center reflects the variety of services offered. In reality, it is two buildings in one, an administrative and training department and an industrial section. These two parallel wings are joined at the west end to form a

large U. The space between the wings is landscaped and used as a patio for outdoor activities. The contour of the site allows for a rising form of structure. The connecting sector is five feet higher than the administrative, and the industrial wing is eleven feet higher. The three divisions are connected by a gentle ramp.

The south wing, with offices, classrooms and an auditorium, is 175 feet long. The entire wing has an area of 9,063 square feet. A roomy lobby is entered from the main door and leads to a cross hall that runs the length of the wing. On each side are offices, classrooms, a kitchen and an adjoining dining room. The auditorium will seat 450 persons. There is a beautiful hardwood dance floor and a commodious stage. Banquets can be served from the kitchen into the auditorium. This hall is to be rented for public gatherings as well as used by the blind in their social

Murray B. Allen is executive secretary of the Utah Commission for the Adult Blind.



and recreational activities. The hall will be first used officially for the blind when the state convention of the Utah Association for the Blind meets there on June 10.

The main lobby and hallway are finished to a height of seven feet in light green ceramic tile. The rest of the building is in jumbo brick of a salmon-pink tint. This open brick treatment of public buildings is a new movement in architecture. All doors are fitted with mechanical closers to prevent their standing open and causing painful collisions by blind persons. All exposed corners are rounded and obstructions like drinking fountains are recessed. The window area is 25% greater than is standard in schools to give sufficient lighting for the partially blind. Most workrooms are so placed as to catch a maximum of sunlight, but can be shaded to subdue it when necessary.

The landscaped patio has benches and tables, and will possibly later have a fireplace; and the rising ground in front of the building and the parking beyond the sidewalk will have lawns, shrubs and trees. Landscaping is being carried out by a professional from the agricultural college. Trees and shrubs are provided by the City Parks Department.

The Lions of District 28 and many individual clubs worked for the original appropriation and the Lions' committees assisted in selecting the building site. Lions Clubs also are planning to donate some of the equipment and furniture. Many gifts to the Center have come from citizens and business firms. Many blind persons have contributed money, some as much as \$200.00. The private office and the business office are being furnished in exquisite, modern style from individual contributions and the dining room is to have attractive tables, chairs and a buffet donated by a friend of the blind who is giving them in memory of her late husband. The Utah Power Company has already installed a large

electric range and a 10-foot refrigerator. The Utah Copper Company has constructed a machine to cut rubber segments for the making of doormats. This tool would have cost us \$500.00 if we had had it custom made. A piano and many pieces of furniture and equipment have also been given. The public is interested in the Center and seems to want to make it one of the most attractive buildings in the city.

The major cost has been borne by the state. The building proper cost \$283,500.00. The Latter-Day Saints Church, to which about 83% of the 1100 blind of Utah belong, gave \$15,000.00 toward the purchase of the building site. The state's share of the lot is \$22,500.00. Twenty thousand was realized from the sale of the former center and is being used for equipment. The Center will represent a total investment of more than \$350,000.00.

The industries, in large part, will be merely an expansion of those carried on in the past. Broommaking is the first in income and number employed. Weaving is a popular and stable industry, also. This pioneer state still loves its rag carpets and homespun rugs. Mops and brushes engage several workers and the rubber mat department is usually thriving. The broom shop is 96 feet long and arranged scientifically on a sort of assembly line plan to have each operation performed in its natural work sequence. The woodworking shop will have many power-driven tools and will serve for prevocational training as well as for reed furniture, cane seating, and basketry.

The Center will provide training for the newly blinded in orientation, manual dexterity, personal efficiency, and the lighter crafts. Students will live at nearby boarding houses. Classes in cooking and home economics will be held for women and regular instruction will be given in machine and hand sewing. For men, there will be woodworking, household mechanics, and some vocations.



### A.A.I.B. CONVENTION

The biennial convention of the A.A.I.B. to be held at the Overbrook School for the Blind, June 26 to 30, promises to be especially interesting. There will be a meeting of superintendents and principals on Monday afternoon prior to the first general session that evening. Charles J. Biddle will welcome the delegates in behalf of the Board of Managers of the School; and Dr. Lester N. Myer, Chief, Special Education, Department of Public Instruction, in behalf of the state. The response will be given by Dr. Jessie Royer-Greaves and the president's address by Francis M. Andrews.

A number of speakers who are not connected with schools for the blind are on the program. Dr. Fred Pierce Corson, Bishop of the Methodist Church, will speak on "The Axioms of Security," Dr. J. Conrad Seegers, Dean of Teachers College, Temple University, will discuss "Some Current Educational Trends"; Dr. E. Duncan Grizzell, Dean of the School of Education, University of Pennsylvania, Dr. Roland H. Spaulding, Director of Vocational Rehabilitation Curriculums, School of Education, New York University, and Miss Evelyn C. McKay, will tell of "Available Professional Education for Workers with the Adult Blind"; Joseph F. Clunk, Chief, Services for the Blind, Federal Security Agency, will give two addresses, "Adequacy of Secondary Schools in the Preparation of Blind Youngsters for Adult Life" and "Industrial Education and Vocational Training"; and Dr. Charlotte E. Grave, Vice-President of The Woods Schools, will talk about "Guidance for the Exceptional Child."

There will be sectional meetings for teachers of kindergarten to fourth grade, fourth to sixth grade, junior high school, senior high school, mathematics, science, social studies, sight conservation classes, music, commercial subjects, physical educa-

tion, braille and home economics; also for those especially interested in professional education and work with the adult blind, pupil guidance, industrial education and vocational training and tests and testing.

There will be an informal reception and dance following the Monday evening program, a reception for the wives of the superintendents on Tuesday afternoon, sight-seeing trips on Wednesday afternoon and a cloister banquet Wednesday evening.

A noteworthy feature in connection with the program is that, aside from chairmen, only nine of the ninety-four named speakers are superintendents. The others, except for the comparatively few outside speakers, are principals and teachers in schools for the blind. This speaks well for the democracy of this great organization but we hope that it does not indicate a lessening of interest on the part of the superintendents.

### VOICES OF YESTERDAY

The actual voices of great historic figures of the past are now available for school use in social science classes, assembly programs, and libraries. William Jennings Bryan, Theodore Roosevelt, William McKinley, Grover Cleveland, Admiral Robert E. Peary, Thomas Edison, William E. Gladstone, and many others speak again in a series of 15-minute recorded programs called "Voices of Yesterday". Each program contains a dramatization of some important event in the life of a well-known figure and is climaxed by the actual voice.

Recordings are on 16-inch transcriptions playable at 33 $\frac{1}{3}$  r.p.m. If sufficient interest is shown, albums containing two 12-inch unbreakable plastic records at phonograph speed of 78 r.p.m. will be processed.

For schools with magnetic tape recorders these programs are immediately available on a 15-minute tape recording. Educational Services, 1702 K Street NW., Washington 6, D. C., is the distributor.



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## WHEN PREVENTION FAILS—THEN WHAT?

M. ROBERT BARNETT

IT SEEMS THAT I MUST ADD the sour note in an otherwise melodic, harmonious chorus of voices raised to sing of the glorious hope of health that uplifts us all in this modern age. It is unfortunate that this world of ours, despite its tremendous strides toward perfection, must still face the fact of imperfection. It is tragic that amid our yearning for and talking of peace we must continue to equip ourselves for war.

And what is it that makes me open my remarks with a dismal note? It is the painfully poignant thought that cannot be avoided as I studied the topic which is before us at this luncheon—When Sight Conservation Fails—Then What? For several days now we have heard glowing reports of medical and social successes against the current of blindness. We have listened with keen anticipation to predictions, actual and implied, that the forces of health and safety will make even more magnificent strides in the next half century. And yet, here I stand with a topic for discussion that in its very title deprives us of part of our joy with the brutal insinuation that our efforts are still meeting with failure. The topic does not even give us the benefit of the doubt by saying “if” sight conservation fails, it baldly states “when” it does.

But it is not for me to continue this unpleasant contrast to an obnoxious extent. I think we all are aware that in still too many instances of eye disease we have neither the

knowledge nor the tools to prevent or heal our blindness. It is also self-evident in our highly mechanized and industrialized society that accidents to eyes will continue to be recorded, notwithstanding the role that such great conferences as this will play in bringing about a public consciousness of the need for preventive caution. Our best estimates today, based upon admittedly imperfect and probably conservative statistics, place the number of blind persons in the United States alone at about 250,000. The National Society for the Prevention of Blindness tells us that sixty persons lose their sight each new day. The Society says that half of these new cases could be prevented; and that will be very good, but even with that commendable goal we still are faced with the other half whose sight would be forever lost.

I wish to point out to you that I am blind myself. I was an accident statistic, listed in a category of causes of blindness in which I undoubtedly have but few statistical companions—shot while stealing that precious Florida gem, the orange. It is true that I am blind, but it is not my disposition to scream at you professional people about the horrors of eternal darkness, the isolation from society in a sighted world, or the sickening fear of economic insecurity. You and the public at large are all too familiar with that dramatization of what it means to be blind, and you especially because of your profession have seen so many eyes and so many statistics that you would not respect remarks that bordered even slightly on the sentimental.

Because of my personal experience, how-

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This address was delivered at the joint conference of the Pan-American Association of Ophthalmology and the National Society for the Prevention of Blindness, held in Miami Beach, March 27-31.



ever, and because of my own professional interest in this specialized field of social work, I must try to impress you with the necessity for remembering that the human being is more than an eye. With the deepest respect for doctors, I think we all know that it is easy for doctors to adopt the habit of discussing the eye and not the patient. To them the diseased or injured eye, the eye that has been operated, is everything in normal professional conferences. Similarly, but in another sense, the average person finds that his eyes are apparently the most important part of his body—at least he seems to think so after he loses them. The principal point I want to leave with you today is that it is the relative importance that your patient places on his lost eyesight that will make the difference in his ability to continue an active life. And right here is where you doctors come in. The more that you remember that a man is more than an eye, the more you can help your patient to remember it too. You have heard a lot about this thing called adjustment to blindness. Take it from me—it is not an easy matter. But take it from me again and underline it—it would be much easier if the adjustment process began right where it should begin—in the doctor's office and at the hospital bed . . . not necessarily by a staff worker from a government agency—a total stranger—but by the doctor to whom the patient looked for sight and who instead must give him something else less tangible but infinitely more vital to human life—the will to carry on.

The question immediately arises, "How can the doctor help his patient adjust to the idea of life without sight?" There undoubtedly could be offered to you a variety of techniques, but I believe that the most important key to any technique would be the use by the doctor of his potentially great capacity for understanding human nature and the psychological effects upon the individual of loss of sight. Certain tangible suggestions and bits of information, examples of

which I shall describe for you in a moment, would be valuable for guiding the patient into the initial stages of his adjustment.

There is a specific point that occurs to me just here about which it may be well to comment. It is the problem of when should the doctor tell a patient that he is going to be blind. Hector Chevigny, author of the recent book, *My Eyes Have A Cold Nose*, is one of those who advocate prompt and complete knowledge of permanent and hopeless blindness. He writes, "Dr. Berens did exactly right. The time had come for surgery other than bodily kind and he grasped the scalpel with courage." Another writer who tells the story of his own eye care problems, Robinson Pierce, in *It Was Not My Own Idea* said, "I went to many doctors. Oculists' offices used to be full of people going up and down what I call the hope ladder. I have been up and down that hope ladder many times, and I do not want to repeat that experience any more." On the other hand, we would recognize that with some individuals it would be dangerous to advise them of their condition carelessly and with brutal abruptness. In my opinion there should be a happy compromise, but if I have to state a personal preference also, I would prefer to see the advice too early than to continue the demoralizing postponement of final knowledge indefinitely. The blind person will never begin his own adjustment until he is at last keenly aware that he has become a blind person, no matter how serious the initial shock may be. It is quite true that it often is not the doctors' fault that patients continue the trips up and down the "hope ladder," because it is the individual's resistance to the idea of blindness, his refusal to accept each succeeding physician's unfavorable report that delays the adjustment even when the doctor has done his best to make him do so.

But in those cases where the fact of blindness is indisputable—where it is an accomplished fact or an inevitable conclusion—the



doctor is in an admirable position to help bridge the gap between a life of sight and the life without it. It should not take too much of the doctor's time and thought to understand the basic psychological problems which are involved and to pave the way for the newly-blinded. Sudden blindness carries with it a mental shock which seems to paralyze and confuse the senses. One blind person has stated that it seemed to put the whole world out of focus, something like the mental effect one receives when looking into distorting mirrors. The predominating fear is that of permanent dependence—physical dependence and financial dependence, the first in part being the cause of the second. Some feel that they have to change the whole basis of their life and resign themselves to inactivity.

Is it necessary for me to take your time here today to tell you in so many words that these attitudes and mental reactions are not founded upon facts? Do I have to point out to you assembled here that men and women who are blind from birth or who lose their sight can still be educated? Do I have to spell out a demonstration to you that blindness in itself is not a barrier to usefulness, to employment, to housekeeping, to love and marriage, to recreation, to reading, to cultural pleasures, to a normal family environment? I am afraid I must. I myself in very recent months have been told of eye report forms, filled out by an examining physician for public assistance, where the doctor actually wrote under the place for recommendations for employment, "This man cannot work. He is totally blind." If the doctor himself shows the same attitude toward blindness as that of his formerly sighted patient because of his own previous conditioning, how can the patient be expected to improve his attitude toward life without sight?

Assuming, however, that most of us today are aware that blindness need not in itself cause a complete negation of life, let us look for a moment at the tangible items that exist

to help the doctor in his efforts toward the adjustment of his patient. In the United States there is an astounding network of public and private—that is, governmental and volunteer—agencies with a variety of services and equipment to offer the blinded person. It should be kept in mind that few of these agencies exist solely for the indigent blind, since the instructional and guidance needs of the well-to-do blind person are pretty much the same as those of the poor. The untutored man with no bank account who loses his sight simply has the extra psychological and actual problem of feeding himself and his family.

The important thing to remember about the agency in your city or state or country is that it should not necessarily stand as a symbol of charity to the pauperized that in some instances would make your proud blind person reject the idea of its help. The government agencies are his right as a citizen just as the public schools are open to his children regardless of personal wealth.

Many of you physicians, public health folk and prevention of blindness workers already are quite familiar with the array of agencies which exist in the United States to serve the blind, and with the types of services which they make available. For those of you who may not be acquainted with the field, however, I shall attempt to make a speedy and exemplary review. Let us put ourselves in the shoes of one blind person, starting with him from the doctor's office at the age of, say, eight or ten years; and he and his parents have been convinced that the child's eyes are of no use to him. If the family lives in a community and state that has achieved a high degree of development of facilities for the exceptional child, they find immediately that they have probably two sources for expert guidance, that is, if the physician himself already has not directed them to a single source. The staff of the state agency or division for the blind is ready to help, or the staff



of the state or county or city school system can offer advice and initiate the channeling of the boy's education. If he has some useful residual vision, he may continue to live at home and attend classes for the partially seeing in a nearby public school. If vision is totally absent, he may find in that community a day class for blind children where braille methods are integrated with normal school activities. At this time, however, the chances are more certain that he would be admitted to one of the highly progressive and quite wholesome state residential schools for the blind, one of which exists in practically every state.

From agency and school staffs the parents will learn little tips on how to conduct themselves when their boy is home, so that they will contribute to his adjustment to life without sight with a minimum of wear and tear on everyone's nerves. At school the boy will be introduced to braille reading and writing, which, although it may appear to some of you as cumbersome and difficult, in most cases proves to be a highly satisfactory and quite attainable skill. He will learn of the talking book, which will be an ever-increasing source of pleasure and education as he grows old enough to take advantage of the nation-wide sound recording library service administered by the United States Library of Congress. Whether in a residential school or in a day school class, he will learn his arithmetic and grammar, his history and general science just as effectively as he would with the same intelligence quotient if he could see with his eyes.

As he reaches the secondary school level, the blind youth begins to learn, quite as much as his sighted companions at home, the early fundamentals of vocational pursuits. If he is mechanically inclined, he learns to work with his hands in creative crafts or in the operation of industrial machinery. If he is more on the artistic side, he delves into music or writing. And all the while he is get-

ting his full share of sports and recreation. In all these things there are occasional limitations and adaptations which blindness make necessary, but the total result is much nearer the equivalent of opportunities for the sighted than most people would believe without studying the subject.

There are no special colleges and universities for the blind, and there need never be any. In the past twenty or thirty years the number of blind young men and women who have entered and been graduated from colleges and universities has increased to the point that among us who know about it there is no further tendency to think of one individual blind student as specially outstanding or peculiarly courageous or brilliant in what he does. College, of course, is not for all blind persons any more than it is for all sighted persons. Only the boy or girl with the intelligence and aptitude and the capacity for it should be encouraged to undertake college studies and prepare for one of the professions. Services which are available for the blind person's aid during college, however, other than braille and the talking book, are high-lighted by the reader service which many public and volunteer agencies are today in a position to provide for him.

With his appropriate educational level achieved, the blind young man or woman is no different in his needs than anyone else—he or she needs a job. It is entirely possible that the job or career may be discovered entirely unaided by organized agencies, because there are a host of self-placed blind persons in industry and the professions. The story for the majority of the blind, however, is still one of hopeless defeat for him who attempts to find his own job, and here again there is in almost every state of the nation a ready and willing private or public agency to turn its knowledge and hands into the task of aiding the blind to find employment. Some operate their own direct employment opportunity through workshops or concession



stands, while others maintain job-finding services among established private enterprises.

As has been the case in a great deal of social work development, private agencies and schools led the way in the United States many years ago. This country also borrowed much of its knowledge from other countries, especially from England and Europe. As we stand today, however, the United States is perhaps the strongest nation in the world in the extent of its governmental aid to the blind. The blind person who cannot work and has no family to support him is eligible for public assistance which, though not generous enough to make him entirely independent, at least gives him some relief from the fear of financial insecurity. There is little reason in this country today for any blind person, regardless of his age or health or education or race or creed, to remain in a life of disease and want and deprivation. American generosity stands ever ready to give the blind a helping hand. It is only the blind person's ignorance of these things, or his stubborn refusal to understand his own need and his own potential worth that now stands in the way of almost universal happiness among those who cannot see in this great country.

Although some effort on behalf of education and comfort and employment began in some parts of South and Latin America as far back as 1850, recent studies show that organized progress has been comparatively slow. Throughout almost all of the countries to the south of the States there are today inspired and tireless individual leaders and small social groups endeavoring to make facilities available to the blind, but their efforts still are being seriously hampered by the lack of adequate supplies of books in braille, writing equipment, and machinery for sheltered workshops. Facilities for the training of blind children exist in a number of countries, although they are pathetically inadequate where they do exist. Nevertheless, educa-

tional development is quite noteworthy in comparison to the almost total absence of facilities for the adjustment, training and employment of the adult blind. Observers feel that the principal reason for the lack of development in Latin American countries is the failure on the part of the governments to recognize the need for public institutions, or perhaps it would be better and more apt to describe it as the inability of social-minded citizens in their efforts to interest the governments.

North American agencies during recent years have begun to turn their strength in the direction of these countries in a renewed plan to assist them to develop their services to the blind. Chief among these forces is one of the two agencies which I last year was named to administer, the American Foundation for Overseas Blind. This agency, a sister to the older American Foundation for the Blind, is the principal channel among private institutions in the States through which North American funds are being raised to purchase equipment for schools, libraries and workshops in foreign countries, to finance demonstration projects in the fields of home teaching, vocational training, placement of the employable blind, the establishment of printing presses for the production of braille books in the appropriate language, and to introduce the use of sound recording as an efficient way to provide literature for the blind to read.

Our first summary and superficial surveys of existing South and Latin American services reveal that in all Latin American countries there is a total of twenty-two schools for the blind, there are three libraries, two or three workshops, and at least a half dozen assorted other types of organizations for and of the blind, almost all of which are small and inadequately equipped and staffed. Some of the countries have completed very creditable statistical surveys, such as in Mexico,



Brazil, Argentina and Peru, and in some respects the surveys in Brazil are thought to be more accurate than statistics in the United States. Notwithstanding either accuracy or imperfection, most studies have shown that the incidence of blindness in South American countries is much higher than that observed here in the north. There is no time just now to discuss more details, but I thought you would like to hear the locations of the schools for blind children. They are located in fifteen countries—Mexico, Cuba, Colombia, San Salvador, Puerto Rico, Venezuela, Ecuador, Argentina, Nicaragua, Guatemala, Costa Rica, Bolivia, Peru, Chile and Brazil. With the increase in help from the States to the north, combined with the unquenchable spirit of the Latin leaders, these facilities undoubtedly will grow and expand into progressive successes during the next half century.

In conclusion, may I revert to the opening remarks which I made. I have painted for you at this luncheon a picture of far-flung and highly developed avenues for the improvement of the lot of the blind. Still I cannot help but wish, as all of you do too, that none of these agencies or schools or workshops were necessary. If some of us must be blind, if the forces of health and safety must meet occasionally with failure, then I am glad that I have been able to report to you this sketchy review of a well-organized force in the world that knows about blindness. You doctors and prevention workers have always the primary goal of eradicating blindness entirely from this earth. In the meantime, however, you have another great responsibility to the human being who stands as a symbol of failure. Remember that he is more than an eye, and that his life must go on. He and the society in which he must live will be immeasurably the better if you give him the direction signs toward an adjustment which will bring happiness and usefulness out of his dark world.

### BEST TEACHER OF 1950

Dr. Pauline V. Powers, teacher of the braille class in the Chaney School, Youngstown, Ohio, received \$2,000 as "Best Teacher of 1950" in the Quiz Kids fifth annual "Best Teacher Contest." Nominating Miss Powers for the fifth consecutive year for the award is Alex Chavich, a boy blinded at birth, who has received special help from Miss Powers from the first grade on. Both Miss Powers and Alex were entertained for a week in Chicago, receiving their awards on the Quiz Kids radio program on Sunday, April 30. Alex won a \$1,000 U. S. Security bond for his winning letter.

In this letter, he describes his teacher in admiring terms: "Miss Powers is more than just teacher, hostess, nurse, counselor, philosopher; she is our second mother and sometimes a very real mother to our orphaned classmates, in fact the only real mother they know. She sees to it that the poorer children have clothes, food, etc. . . . She is a regular Boys' Town and Girls' Town rolled up into one. The very atmosphere of our class encourages us not to give up. . . . To put it briefly, my teacher is always on the spot 'when a feller needs a friend.'"

Miss Powers' work is quite remarkable. With her love and help, her pupils lead amazingly normal high school lives. Half of the graduates have done excellent college work; a third made national honor societies. Most of those working have jobs not ordinarily classified as for handicapped people.

She was naturally thrilled when told of the honor to be accorded her and her "little rascal" student, who has been plugging for her for five years. Alex comes from a poor family, and is the son of a mill worker. The \$1,000 bond will be a real help—he wants to get a doctor's degree . . . and to study at the Cincinnati Conservatory and Juilliard to become a concert pianist.



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## HOW CAN WE BETTER SERVE OUR AGED BLIND?

EVELYN C. MCKAY

BEFORE ATTEMPTING TO DISCUSS the topic which has been announced, "How Can We Better Serve Our Aged Blind?", I would like to consider with you for a minute the question, "What do we mean by *blind*?" To some people, the word "blindness" means inability to distinguish light from dark—a complete absence of the sense of vision. This is total blindness, and it is true that some of the aged blind persons we serve fall within this definition. A much larger group, however, have some vestige of vision remaining. They may be able to distinguish light from dark; they may be able to perceive the outlines of large objects against the light; they may be able to identify objects and their location well enough to get about with ease; they may even be able to read headlines or large-type print. Nevertheless, they fall within the generally accepted definition of blindness in that they are unable to carry on the ordinary activities of life—such as reading, writing, etc.—for which sight is essential. The official definition of blindness is "central visual acuity no greater than 20/200 in the better eye with correction." By 20/200, we mean that the individual sees at a distance of twenty feet only those objects which a person with normal vision should be able to see at a distance of 200 feet. This official definition is roughly equivalent to the ability to read—

that is, most people whose vision exceeds 20/200 can read ordinary print, although they may experience some difficulty in doing so, and may not be able to read with average speed and accuracy.

From what I have said you will realize that among the aged blind whom we hope to serve are individuals of varying degrees of vision, and since such vision as remains is useful in many ways, there is great variation in individual ability to carry on the daily activities of life without assistance.

Because of the differences in the problems of the blind which arise out of the differences in the amount of vision these individuals possess, it is very desirable for any organization which is attempting to help a blind individual, to obtain very early in the game a report of an eye examination made by a competent ophthalmologist (eye physician). In addition to knowing how much vision the individual retains, we also need to know whether there is any chance that vision may be restored or improved by appropriate operation, treatment, or glasses. We need to know, in the case of individuals who are wearing glasses, whether their present glasses give maximum correction for their eye condition—in other words, whether they are seeing as well as they would see if they had the best possible glasses available.

It is also true that many blind individuals need continued supervision and even medical care from an ophthalmologist, not because there is any hope of improving their vision, but because such care will help to preserve the vision remaining and also will keep the

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This address was delivered before the superintendents of Homes for the Aged under the sponsorship of the Federation of Protestant Welfare Agencies in Greater New York, April 28, 1949.

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Evelyn C. McKay is director of social research of the American Foundation for the Blind.



patient comfortable and free from the minor eye ailments—superficial inflammation, etc.,—which can cause so much discomfort.

Another reason back of our need to know as much as possible about the client's eye condition is the fact that in certain eye diseases, strenuous activities—such as bending, lifting or straining—may lead to further damage to the eyes. We therefore need to know whether there are activities which the patient should avoid if he is to retain the sight he has.

Now I imagine that you are wondering how such eye examination reports can be obtained. Many of the residents in the institutions you represent have had no medical eye care for years. It is possible to get good eye examinations in the hospital clinics, but we realize, of course, that very often the patient must wait for several hours before receiving attention, and that such long delays are fatiguing to an elderly person. You may be able to avoid the disadvantages of the hospital clinic by enlisting the cooperation of some of the private agencies for the blind working in this area. Such an agency may already have an eye examination report on file for some of your clients; if not, the agency may cooperate by making available its own medical facilities for eye examinations of your residents. Another possibility would be that you might enlist the services of an ophthalmologist to visit your institution and make eye examinations of all the residents who are suffering from eye difficulties.

Whatever plan you adopt, the point I want to make is that we cannot serve a blind individual adequately unless we know something about the cause of his blindness, the amount of vision he retains and the use he makes of it, and whether there is any chance of improvement of vision through appropriate medical care.

The next step in our service to the blind is to realize the basic truth that "blind peo-

ple are individuals." They have all the usual differences among themselves that you find among seeing people—differences in personality, interests, intelligence, independence. In addition to all these usual differences that you find in any group of individuals, there are other factors which make blind people different from each other—for instance, differences due to differences in their eye conditions, and differences due to differences in the age at which they lost their sight.

In respect to the latter, you will probably find that your blind residents fall into two groups—the blind person who has become old, and the old person who has become blind. As you will readily see, the problems of these two are quite different. The blind person who has become old has already adjusted to his loss of sight and has probably learned many of the skills utilized by the blind, and adopted many of their interests. His only adjustment is to the problem of growing old and accepting the limitations which old age brings.

The old person who becomes blind, however, is faced with the problem of learning to do things in different ways and to develop different skills. Even the simple daily activities of dressing, eating, putting one's room in order, getting about the house, dialing a telephone, writing a letter—all of these represent new problems to him for which he must develop new skills.

Our criterion, however, for both groups is a simple one—"What did this person enjoy before he lost his sight?" and "What did this person enjoy before he became old?" Our first concern is to help him resume as many as possible of the activities he formerly enjoyed, and to return to a normal active life as a responsible member of the community.

We will probably begin with the simple daily activities which mean so much to his independence and self-dependence. Learning to shave or put on make-up without a mirror;



learning to keep one's belongings in order and to identify them one from another; learning to get about freely in the home in which he lives, whether it is a small apartment or a ten-room house; learning to eat at the table without awkwardness, so that he need not feel self conscious; telling time from a braille watch or an open-faced clock; dialing a telephone. These are all such useful activities, that most older blind people will master them readily and will be made happy by the increased independence they bring.

There are two advantages in this plan of helping blind people to resume the simple activities of everyday living. In the first place, the more independent the client becomes about such matters, the less time and trouble must be expended on him by the paid employees of the institution in which he lives. The second advantage is that, with greater independence, he can pursue a wider range of interests and accomplish a variety of things without the assistance or intervention of anyone else.

The private agencies for the blind in New York City, and also the State Bureau of Services for the Blind in the State Department of Welfare, provide special teachers who will visit your institutions and help the blind residents to acquire these skills. There is no charge for these services. As a matter of fact, however, many of these simple skills can be learned without a special teacher, provided there is a little help and encouragement from a seeing person.

Reading is a favorite pastime for many older people, and the blind aged person need not be cut off from it. The simplest form in which he may enjoy reading is by means of the Talking Book, the long-playing phonograph record which reads aloud to the blind. These records may be borrowed free of charge from the New York Public Library, and the portable reproducing machine necessary to play the records may be borrowed

from one of the agencies for the blind or may be purchased from our Foundation. There are some restrictions about the loan of Talking Book machines to persons living in institutions, but frequently a way can be found to obtain such a loan. If you have difficulty in obtaining machines, we shall be glad to have you refer the matter to the American Foundation for the Blind.

All kinds of literature are available in Talking Book form, from current fiction (including detective stories and stories of adventure) through the gamut of biography, drama, poetry, science, and religious literature, including, of course, the Bible. There is something for every taste.

The Talking Book machines may be fitted with earphones at small extra cost so that a blind resident may enjoy his reading without disturbing anyone else. The machines are simple to operate and even the most feeble can manage them.

There are of course many types of reading not available in Talking Book form—for instance, the daily papers, magazines, and special-interest books for which there is only a limited public demand. To meet these needs, it seems likely that some of the seeing residents would be willing to read to the blind individuals, or it might be possible to develop a corps of volunteer readers who would visit the Home for this purpose.

Some people, of course, enjoy reading to themselves much more than listening to anyone else's reading. For these, there is a simple form of raised type, known as Moon type, in which the characters are large, simple, and similar to regular printed letters in form. Most older people who have lost their sight in adult life, can learn this type without too much difficulty, and there is a wide variety of literature available in it. You may be interested to know that Moon type was invented by Dr. William Moon, a young Englishman who was preparing for the ministry when at the age of twenty-one he lost his



vision. The embossed types available for the blind in those days (more than a hundred years ago) were very unsatisfactory, and after trying them all, young William Moon invented his own type, the form which now bears his name. Having produced a type which was easy for older people to learn—even those who did not have much education or much training in reading with their fingers—Dr. Moon went out into the homes of the blind to teach them to read in order that they might read the Scriptures. His work was greeted enthusiastically by blind people, not only in England, but in all the cities of western Europe, and his type is now used almost all over the world.

Books in Moon type may be borrowed by mail without charge from the New York Public Library, and the system is so simple that almost any seeing person can help the blind individual to learn it, although of course a special teacher is desirable when one is available.

I am not suggesting that the residents of your Homes learn braille, the most commonly used raised type for the blind, because this is an arbitrary system made up of a series of dots, and many older people who have not had much education or who have worked with their hands for years and therefore have lost the sensitivity of touch, find braille too difficult. There may be some among your residents, however, who, having mastered Moon type and become accustomed to reading with their fingers instead of their eyes, will want to go on to learn braille. Again, special teachers are available from the private agencies for the blind or the State Bureau of Services for the Blind.

For blind persons who want to carry on correspondence with their relatives or friends, simple writing guides are available with the aid of which they can write legibly with a pencil or pen on ordinary paper. Any blind person who remembers what written characters are like can learn to use these writing

guides, and they not only give him independence in letter writing without assistance, but they also afford him the priceless boon of privacy in his correspondence, something which seeing people take for granted, but which the blind are deprived of when they must dictate their letters to someone else.

For those who do a great deal of writing, the use of the typewriter is a great convenience, and they can learn to operate it by the touch system, just as seeing stenographers do.

Many older women like to do handwork—sewing, crocheting, or knitting—and those are all possible without sight. Here the services of a special teacher, available from one of the agencies for the blind, are most helpful, because, even for those who have formerly practiced these forms of handwork, it does take patience to learn to do them by touch instead of depending on one's eyes. Once they have made the adjustment to working by touch, however, they can make all sorts of articles, not only for themselves but for their friends, or they may wish to work for the Red Cross or some charitable organization, which provides material free. Blind people all over the country knitted for the Red Cross during the recent war, and many of them did sewing and other handwork for the same purpose.

Many games have been adapted for the use of the blind, so that they may play with their seeing friends. Among these are dominoes, checkers and anagrams, all of them available at small cost and capable of giving many hours of pleasure.

One of the important things, I think, in working with older people, as well as with blind people, is to help them develop a number of simple interests or hobbies which help to break the daily monotony. Some may wish to grow house plants, or have porch boxes or window boxes, and blindness is no barrier in this simple type of gardening. Some may wish to have canaries, and will



enjoy their sweet song and cheerful chirping.

The value of volunteer visitors to break the daily monotony cannot be overemphasized. A congenial volunteer may go for walks with the blind individual, and can add greatly to the enjoyment of the occasion by describing what she sees as they go along. A volunteer may accompany the blind person to the movies, and add a few words of description or interpretation as the show goes on. She can take the blind individual shopping and find out the new styles. She can take the blind person to lunch away from the institution, or to a concert, or to some meeting of mutual interest. When I speak of volunteers in these connections, I am thinking not so much of the Lady Bountiful who comes "to do good to the unfortunate," but of some congenial person who, on the basis of mutual interests and tastes, will really become a friend of the blind individual. Of course, in many cases, other residents in the Home will meet these needs, but the introduction of a volunteer from outside affords an enrichment of experience and a fresh point of view.

Above all, I hope your blind residents will have opportunities to do something for someone else. One of the greatest handicaps of blindness is that everyone wants to do nice things for the blind person, but the blind person gets very little chance to return the favor. If it is more blessed to give than to receive, shouldn't we let the blind be on the giving end part of the time?

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### BOWLING TOURNAMENT

The third national blind bowlers' tournament, sponsored by the Interstate Blind Bowlers' League, will be held at the Walnut Bowling Academy, 3634 Walnut Street, Philadelphia, Penna., on June 24 and 25.

Many monetary and material prizes will make up the intriguing list for interested ten-pin wrestlers. The visitors will make

their headquarters at the Penn Sheraton Hotel, 3200 Chestnut Street, which is in the vicinity of the Academy. Restaurant facilities are available nearby.

Any organization, club or individual desirous of sponsoring an individual or team of blind bowlers can obtain complete information and entry applications by addressing correspondence in care of the Philadelphia Lighthouse of the Blind, 1126 West Lehigh Avenue, Philadelphia 33, Pennsylvania.

ERCOLE ORISTAGLIO, *Chairman*

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### LEWIS H. CARRIS DIES

As we go to press, we learn with sorrow of the death of Dr. Lewis H. Carris, Director Emeritus of the National Society for the Prevention of Blindness. Dr. Carris was managing director of the Society from 1922 to 1938, a period in which the Society's expansion reflected Dr. Carris' foresight and progressiveness. As managing director of the Society, he assisted the League of Red Cross Societies, in 1928, in making a study of the leading world-wide causes of blindness. Following publication of the report on this study, the International Association for Prevention of Blindness was organized at The Hague in September 1929, and Dr. Carris took a leading part in the formation of this Association.

He was recipient of the 1942 Leslie Dana medal, awarded annually to an individual who has made an outstanding contribution to public welfare in the field of sight conservation. Dr. Carris was also closely identified with the work of various other public health and social welfare organizations. He was formerly vice-chairman of the New York State Commission for the Blind and was formerly vice-president of the National Health Council.

From the Spring 1950 issue of *The Sight Saving Review*.



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## NOTES FROM THE FOUNDATION LIBRARY

*The items mentioned on this page may be borrowed without charge from the Reference Lending Library of the American Foundation for the Blind*

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In the fall of 1929, Paul B. Hoeber, Inc., Medical Book Department of Harper & Brothers, New York, published *Vision: Its Development in Infant and Child* by Arnold Gesell, Frances L. Ilg and Glenna E. Bullis. This volume is based on records of the investigations made at the Yale Clinic of Child Development on behavior characteristics in children at thirty-four age levels, and emphasizes the importance of vision as "a key to the fuller understanding of the nature and needs of the individual child." Chapter XIII, entitled "Maldevelopment and Child Vision," is of particular interest as it gives the case history of a baby born with complete bilateral anophthalmia, demonstrating that lack of sight does not necessarily produce retardation in other developmental areas.

Recently, A. A. Wyn, Inc., of New York, has brought out *The Handicapped Child: A Guide for Parents* by Edith M. Stern in collaboration with Elsa Castendyck, Social Service Consultant of the U. S. Children's Bureau. The object of this book is to satisfy the urgent needs of parents, pediatricians, social workers and others concerned with the rearing and training of handicapped children. Chapter V is devoted to various practical techniques used in the proper training of blind and partially sighted children, and aims at instructing parents as to how to help such children toward a satisfactory adjustment to the seeing world, stressing the importance of the home environment in providing the child with a sense of security.

*Public Welfare in Ohio Today* for March, 1950 contains an article entitled "Vocational Rehabilitation Services for the Blind" by

William T. Gregg, of the Ohio Division of Social Administration, which gives a survey of the accomplishments in this field since rehabilitation services for the blind were transferred to the Division five and a half years ago. The author gives specific cases of blind individuals rehabilitated into industrial employment, small businesses and professional work. He states that since the Division has taken charge of the services, 627 blind persons have been successfully rehabilitated into suitable and gainful employment.

During the past year, St. Dunstan's, of London, England, has brought out another brochure on blind aid entitled *Out of Touch*. This richly illustrated booklet consists of the story of this agency's research department and describes some of the many technical aids that have been produced on behalf of men and women blinded and additionally disabled through war service.

✓ The weeks of April 8, 15, and 22 respectively found *Colliers Magazine* running a special feature on the blind entitled "Don't Pity the Blind," comprising three special articles by Herbert Yahraes on three outstanding figures in blind welfare: Joseph F. Clunk, Chief of Services for the Blind in the Office of Vocational Rehabilitation in Washington; Colonel E. A. Baker, Director of the Canadian National Institute for the Blind; and Barney Day, Chief of the State Council for the Blind in Pennsylvania. The careers of these men are fully discussed from the time of onset of blindness to that of reaching the important positions they all hold today. The services rendered by their respective agencies also are described.



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## UNESCO CONFERENCE ON WORLD BRAILLE UNIFORMITY

FROM MARCH 20TH TO 29TH representatives of some twenty-eight major linguistic areas met at Unesco House in Paris to give final consideration to the wider unification of braille usage throughout Asia, Africa, Europe and the Americas. Twelve of those present were blind braillists, leaders in blind welfare and educators of the blind; while linguistics, phonetics, braille printing and publication contributed to a balanced representation on all aspects of the subject.

It should be recalled that the Unesco study was initiated by a letter from the Government of India in April 1949, which, in planning a single uniform braille for India's many languages, found a sharp division of opinion as to the principle upon which it should be based. Most Indian brailles had followed the principle of sound, letter or functional relationship with the original braille so far as this was applicable to India, but as to the letters and sounds which lay beyond the normal range of European alphabets there was general lack of uniformity. Other Indian adaptations had been based on allotting the signs with the fewest dots to the most frequently recurring letters or on the principle of concurrent sequences. An Indian government committee advised an All-India braille arranged on this last principle, which brought keen opposition from those who, while they wanted uniformity within India, wished to share that uniformity with linguistic groups outside India.

The Indian government thereupon took the very wise step of asking Unesco to make a study of the matter on an international level and to determine whether a world

braille was possible. It said: "If a satisfactory world Braille script is devised by international agreement in the same way that English Braille was standardized in 1932 by agreement between the English speaking countries of the world, we shall not hesitate to fall in line with the rest of the world."

The government asked that leading braille publishing houses, such as the American Printing House for the Blind and the National Institute for the Blind in London, should be invited to advise, together with braillists from the major linguistic areas, educators, phoneticians and linguists, and suggested that Sir Clutha Mackenzie, who had had considerable experience with braille in Asia, might be consulted. The Director-General of Unesco, Senor Jaime Torres Bodet, accepted the task with enthusiasm, saying that Unesco was as anxious to contribute to the removal of illiteracy among the blind as among the seeing.

Sir Clutha Mackenzie, appointed Unesco's Consultant on Braille, prepared a report on the world braille situation. This, together with a mass of data from many countries formed the basis of discussion for the Unesco Advisory Committee on Braille Problems, which sat in Paris from December 15th to 21st. It came to the unanimous decision that a uniform braille system for the whole world was both "desirable and practicable" and passed a series of resolutions which formed the agenda for the recent international conference.

This conference not only agreed with all the Advisory Committee's findings but expanded and strengthened them. It considered



that a world braille system was "not only feasible but, what is more, both desirable and practicable." It considered that the proper means to that end lay in expanding the substantial degree of uniformity already linking seventy-four of the eighty-five languages so far brailled. This uniformity grew from the decisions of the International Congresses of 1878, 1902 and 1911, plus the lessons taught by history and the natural evolutionary trend of scripts since the birth of writing. It was, too, the method which would cause the least disturbance to the existing braille systems.

The conference considered that a concerted extension of recognized braille symbols for the sounds of letters which lay beyond the earlier range covered by Louis Braille should be made, and that linguists and phoneticians should be consulted to this end. The lack of this additional range had been the cause of much divergence in Asia and Africa. The conference also recognized that, while a truly phonetic world braille was theoretically possible, practical considerations ruled it out; but it was resolved that the present braille form of the International Phonetic Alphabet should be examined to see whether it could be expanded for purposes of phonetic study. Braille history had in fact shown that scientific perfection and the everyday usefulness of braille uniformity were incompatible.

The definition of world braille had necessarily to be a compromise of various factors to meet the general needs of all in the most workmanlike way. With this in mind the conference drafted the following definition:

- "1. The policy in the main and as far as circumstances permit provides that *each* sign shall be used for the same or nearly the same sound as in the original braille, shall represent the same letter and mark or shall fulfill the same or a similar function.
2. Except where the complexities of ideographic scripts make it impossible, a braille symbol should be provided for

each visual letter, it being understood that the sound value of this symbol is identical with that of the visual letter or mark of the alphabet of the particular language which it represents.

3. World braille therefore should aim primarily at being a complete tactile representation of the visual script of the language concerned; secondly, at maintaining the closest uniformity between that language and other languages of the same group linguistically or by virtue of using the same script; thirdly, of achieving the maximum degree of consistency with the braille systems of other language groups."

Considerable attention was given to the need for restoring or improving consistency in other fields of braille—punctuation, musical notation, mathematical and chemical symbols and the expression of the classical languages. Also the imperative need for only one recognized set of contractions for each language or in certain cases for closely allied languages. Special note was made of a number of representations from Spanish- and Portuguese-speaking countries regarding the conflicting stenographic systems in use; and the conference recommended that Unesco should take steps to aid the solution of this problem, possibly by organizing a regional conference.

The conference resolved that, whereas visual scripts read variously from right to left, left to right and top to bottom, braille in the interests of consistency should be read universally from left to right.

Sub-committees were set up to consider world braille *vis-à-vis* the languages of India, the languages using Arabic script, the languages using ideographic scripts and what are usually termed "tribal languages." The Arabic sub-committee, comprising braillists, educators and linguists from Egypt, Hashemite Jordan, Iraq, Persia, Pakistan, Malaya and territories of the French Union, and



African tribal territories, and Hebrew speakers reached unanimous agreement concerning the not inconsiderable problems of these areas. It was resolved to frame forthwith a uniform braille for all countries using the Arabic script and that this braille should be in the closest possible accord with world braille. This was made possible by the inspiring spirit of compromise entailing considerable sacrifices of existing systems, and marked one of the highest points of international statesmanship at the conference. It was decided to ask Unesco to organize a regional conference of braillists of the countries affected, with the object of securing final acceptance of these decisions. The Indian members were in general agreement on many matters, though they desired that their government should be further consulted before final commitment. Representatives of Japan, China, Viet-Nam and Malaya also arrived at unanimous agreement as to the practicable basis for a modified Mandarin braille to meet the fundamental needs of all languages using Chinese script, which would be discussed later with all concerned.

The results of the discussions were therefore extremely satisfactory. Members, however, felt that, although the Indian government's inquiry as to whether a world braille was possible, had been positively answered, two further steps were essential if the deliberations were to have far-reaching and permanent results. First, there was the need for Unesco to round out the task it had so successfully shouldered. It was most desirable that within the next eighteen months regional conferences for the Arabic, the Spanish and Portuguese and the ideographic areas should be held. With the assistance of linguists and phoneticians a world braille chart should be prepared and it was important too that the material, assembled for the conference, together with the results of its decisions should be published in a work of reference for universal use.

Second, the conference felt that practical steps should be taken to preserve the uniformity arrived at as a result of the present meeting. It was clear that most of the divergencies in braille, past and present, had grown up in the absence of a central coordinating authority. It was strongly recommended, therefore, that a small world braille council should be set up in association with the appropriate organ of the United Nations. It would not be a policy making body, but would coordinate braille development, give interpretations of principles, exchange information and carry on the work from where Unesco left off. It was not intended that the council should meet regularly nor that it should be large, although it should comprise at least one representative of each major linguistic area. Its members should be either blind braillists or linguists. It would maintain close liaison with the existing or projected regional braille committees.

Two occasions of outstanding interest marked the conference. On March 24th Dr. Helen Keller honored the conference by attending a session and meeting the delegates, who were delighted to have such a pleasure. Dr. Keller, who was accompanied by Miss Polly Thomson, gave the work her warm blessing and said how inspired she was by its excellent and practical aims.

The other occasion was the closing scene. On the suggestion of one of the delegates, Unesco made arrangements with the French government and the mayor of Coupvray for the delegates to pay homage to the birthplace and grave of Louis Braille. The mayor, *Sous-Préfet* and villagers welcomed the delegates before Braille's memorial in the square; then the chairman, Mr. John Jarvis, laid a floral wreath on the grave, and finally the members were entertained at a hospitable reception in the *mairie*. Throughout the conference it was felt most fitting that the discussions should have taken place in Paris, the scene of Braille's labors and with con-



siderable feeling the conference unanimously adopted the following resolution:

"This conference recommends that all organizations engaged in work for the blind should honor the memory of Louis Braille by annually observing his birthday, the 4th January, and by commemorating in 1952 the centenary of his death in gratitude to him for his contribution to the intellectual emancipation of the blind in every land."

#### BENJAMIN BERINSTEIN DIES

Mr. Benjamin Berinstein, who has been teaching social studies at the New York Institute for the Education of the Blind, died quite suddenly at the school on February 22. Mr. Berinstein has practiced law in Brooklyn for many years and has taken an active part in proceedings of the American Association of Workers for the Blind. He was particularly interested in the matter of vocational guidance. Mr. Berinstein was an alumnus of the New York State School and had maintained an active interest in the school and its students. The Board of Visitors recently passed the following resolution:

WHEREAS, The members of the Board of Visitors of the New York State School for the Blind were deeply grieved to learn of the passing of Benjamin Berinstein, and

WHEREAS, Mr. Berinstein was one of the most active alumni members of the school, with a deep and abiding interest in all visually handicapped children, and

WHEREAS, His interest in blind children was centered to a large degree in working for the welfare of the students of the New York State School for the Blind and in furthering any cause which would help the school and its students, and

WHEREAS, His interest in the blind extended further than blind children, and included specifically any cause in the interest of alumni of the school individually or collectively, and

WHEREAS, His unusual ability, organizing power, and sound approach to problems of the blind was extended to include the welfare of all blind people, and

WHEREAS, Mr. Berinstein acted as an alumni member of the school's Vocational Guidance Committee for over thirteen years, and

WHEREAS, Mr. Berinstein was a charter member of the Alumni Association and contributed much to its organization and subsequent continued interest in the school and its problems, and

WHEREAS, Mr. Berinstein was an excellent example of the ability of a blind person to overcome his handicap and to make a name for himself on the basis of his keen intellect, his interest in human welfare, his persistence in forwarding just causes, and his sound judgment,

Therefore, be it Resolved, That the Board of Visitors express to Mrs. Berinstein, who has been a devoted helpmate of Mr. Berinstein's throughout the years, their deepest sympathy and their regret that the cause of the blind, and the New York State School for the Blind, has suffered this irreparable loss, and Be it further Resolved, That the Secretary be instructed to incorporate this resolution in the minutes of the meeting and to forward a copy to Mrs. Berinstein.

#### BLIND STUDENT HONORED

A twenty-year old blind student has won one of Dartmouth College's top scholastic honors. Edward L. Glaser of Glencoe, Ill., a physics major, has been awarded a senior fellowship for a year of independent study starting next fall. Under the terms of the award, he will be excused from regular classes in order to devote his time to a special project—a comprehensive study of blind students in American colleges and universities. An honors student, he won first prize last year in the college's annual prize contest in analytical geometry and the calculus.



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## FROM MY ORINDA GARDEN

RICHARD S. FRENCH, PH.D.

THE DATE IS APRIL 30 and my story this time goes back to a late April day of many years ago. It is the story of Rufo, a youth of mixed Spanish and Indian descent, Spanish speaking but with a fair command of English. A flash flood in March had wrecked our picnic grounds, covering the concrete court with from two to five feet of mixed rock, clay and organic debris, all very messy and posing a real "problem." In three and a half hours as many inches of rain had fallen on the steep slopes of our campus; for hours a veritable river had run rampant down the canyon site of our picnic grounds, over roads and lawns, into our buildings, then down a main city street and off to the Bay. Most dismaying was the condition of our favorite place of recreation. Why, even the great fireplace and the barbecue grill were almost completely covered with mud and rock and hundreds of cubic yards of wet earth must be moved distances up to two hundred feet before we could have the great event of the year, the barbecue lunch, with hamburgers, chili beans, potato salad, fruit salad, coffee and ice cream, the crowning feature of the annual field day.

As chief cook for the occasion, the superintendent called the boys together and proposed that the Department of Public Works be by-passed and that we undertake the clean-up job ourselves. Under the enthusiastic leadership of the young principal, gangs were organized and the end of April saw the concrete floors almost uncovered. As many as five wheelbarrows were going at once, over planks and over the edge of the platform, dumping the waste into the deep gulch be-

low. But as the gangs neared the grill where the debris was deepest and heaviest, with rocks approaching boulder size, and the haul was long and the days grew hot, enthusiasm lagged, school work became more pressing, and excuses for not working multiplied.

And here is where Rufo came in. One hot afternoon in late April—or it might have been early May—in his regular rounds the superintendent went up the canyon to inspect the work and see whether the annual picnic could take place on schedule. He could hardly believe his eyes when he saw Rufo, a small but very muscular young man, toiling away in the broiling sun in the close sultriness of a windless afternoon. He would make the long trip from the dump over the plank-way and concrete platform, pushing the empty wheelbarrow to the last deep pile of rock, gravel and clay, where the chimney from the huge grill just barely stuck up above the waste. He would fill the barrow full, a load weighing at least four hundred pounds, balance the weight and wheel it to the dump, drop it over the edge, and then back again for another load. Curiosity led your narrator to watch this one-man army for some minutes. It was an amazing feat! With no vestige of sight, small of stature, and handling one of the trickiest pieces of equipment, a concrete carrier with the wheel well back and requiring the nicest balance, this young man worked on and on as if he were engaged in some chivalrous feat of knight errantry or launched on some self-rewarding voyage of discovery.

Finally when Rufo went to the drinking fountain to replenish loss by honest sweat,



the presence of a second party had to be made known. Then came the most revealing of conversations, in which the older man discovered in the youth some rare qualities of mind and spirit unrevealed up to that time. It was as if an earthy philosophy of life both unrolled itself in that long conversation and at the same time developed new phases as it went. "Why come out and work when all the other boys found excuses not to come?" "Well, I had time and the work must be done in time for the big celebration; and, besides, I like work! This is just as good as racing on the track, or jumping, or playing ball. It's harder and it develops a lot more muscles. And I like this heat and it feels good to accomplish something definite." Then your reporter in turn had to say something, not by way of praise or condescending commendation; the occasion was too intimate for such triviality. Instead he went back over his own hard-working boyhood and youth, the toil of fruit harvest and haying, earning his way through college in the realism of lumber camps and sawmills, and determining never to be deterred from any task, physical or mental, because it was hard or forbidding. Then the conversation turned to problems of education and what the future holds for the blind student and lastly, what makes the difference between educated and uneducated. No graduate seminar ever touched on loftier or more essential things, and the youth whose education was notable chiefly for its neglect opened his mind freely to the Ph.D. who had no respect for any education or culture that did not get down to the "grass roots." I am not sure that we did not bring in Socrates and the everlasting wisdom of the Ancient East and of the Greeks, and of the good earth of China.

The conversation closed with a tribute which I still prize as sincere and unsolicited, and yet it was tinged with the unending tragedy which is human life. Rufo said, "Well, Doctor, this has been a wonderful

hour! Why can't we have conferences like this instead of the formal 'guidance' programs and all that stuff?" I could only answer, "Life is short and the chance of such a meeting as this rarely comes. I should like to talk with every girl and boy, every teacher and employee, every prospective employer and social agency as I have talked with you. But, man, just use your arithmetic! It would require a thirty-six hour working day, five hundred days in the year and the life of an Old Testament patriarch to do for all what has by chance fallen to you this day. But, Rufo, we have had a grand time and I owe you more than you owe me. Now, it's time for dinner!" And we marched arm-in-arm down to the boys' dining room, where I deposited Rufo; then went on to my own dinner, and some contemplations on what might be done if we only had the time and means.

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#### BEN PURSE, 1874-1950

One of the world's great blind leaders of the blind, Benjamin Ormond Purse, recently passed away at Bridgwater, England. He had been one of the most outstanding personalities in blind welfare in England for the past fifty years and was largely responsible for the passage of the Blind Persons' Act of 1920, which he called the Blind Man's Industrial Charter. His devoted work for the blind had been recognized by the award of the O.B.E.

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#### THE TALKING MAGAZINE

Programs directed at blind listeners may be heard over radio station WNEW, New York, (Monday, 10-10:30 p.m. EST). Material from twenty-four leading magazines is used by guest readers invited from among Broadway's actors and actresses, among them Sidney Blackmer, Patricia Morison, Todd Duncan and Frederic March. The idea originated with David Margolis, a lawyer who has been blind for fifteen years and is in charge of radio and television at the Brooklyn Industrial Home for the Blind.



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## THE SUGGESTION BOX

*By the Special Services Department*

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**CANNING PRESSURE COOKER.** The Lakeside Aluminum Company have supplied for test a 16-quart "Steamline" Pressure Cooker equipped with a special "talking gauge", in addition to the visual gauge. Preliminary tests were completed in November, 1949, since when the cooker has been used for various types of cooking, with full satisfaction. The "talking gauge" is a weight which is set on a vent on the lid of the pan. This has two separate rings which can be snapped into place to give 10 or 15 pounds of pressure, (the weight alone gives 5). With full heat (a gas stove was used) the 5 pound setting did not go above 7 pounds; the 10 pound setting did not exceed 12 pounds and the 15 pound did not permit pressures above 18½ pounds. The weight was bouncing violently before the top pressures were reached.

The pan and the lid have heavy wooden handles on opposite sides. To close, the lid is set on with its handles slightly off the line of the pan handles. They are then turned till they come together. A colander pan, dual inset pans, canning basket and meat rack are included. Inside diameter is 12¾". Capacity is nine pint jars, seven quart jars, thirteen No. 2 cans, eight No. 2½ cans or five No. 3 cans. Shipping weight is approximately nineteen pounds. Price is \$15.75, F.O.B. New York. Shipment will be made express collect on receipt of payment. The cookers are not stocked, so delivery may take about two weeks.

**OVEN AID.** A Chicago husband has a cute tool he made up for his wife. He took a long-handled four-tined fork such as picnic and barbecue addicts use, and bent the two outer tines down under to form a shallow hook. When his wife wished to remove a pan from

the oven or pull out an oven shelf, she simply set the fork down on top and the straight tines served as stops while the bent ones formed hooks.

**NEW WATCH PRICES.** Happily, it has been possible to arrange for substantial reductions in the price of two models of watches available through this department. Current prices are now in effect:

Elgin movement, 17-jewel in 10 karat yellow gold-filled case, Size 16, man's pocket watch. Postpaid, \$18.00

Men's or women's wrist watch, about size of half-dollar. 17-jewel Bennett Brothers Swiss movement, in chromium plated case with crystal lid, opened by pressing button above strap. Leather strap included. Postpaid, \$12.00

Gold-filled ladies' and men's wrist watches are not expected till August.

**BUS AND TRAVEL CONCESSIONS.** Many readers are still not aware of the fact that they can secure through this department travel books which entitle a blind person with a guide to travel at reduced rates. In some instances, this means that the two can travel for a single fare. In others it means that, by purchasing a single first class ticket, they may travel together. This often results in quite a substantial saving, and with the vacation season starting soon, those who are not familiar with procedures should ask for literature.

**FLASHLIGHT ATTACHMENT.** One drawback to the steady use of the magnifier with self-contained flashlight is that the batteries burn out so soon. In view of this, an assembly has been developed to permit the magnifier to be plugged into any alternating current 110-volt outlet for continued use.



The assembly includes a power cord, a step-down transformer to provide an 8-volt supply, and extension from the transformer to the flashlight, a perforated cap to fit the existing flashlight on the magnifier, a contact device to insert into the flashlight (instead of the batteries), and an 8-volt bulb which must be inserted in place of the existing 2-volt bulb.

It should be pointed out that this design does not fit earlier models where the switch on the flashlight was in the clip. (This model required pressing the switch constantly while the light was on.) It does fit later models where the switch was a knurled sleeve just outside the magnifier.

With the kit, it is still possible to change back to battery operation simply by switching bulbs and replacing batteries. Postpaid, \$2.00

NOTE ON THE MURRAH FUND. Readers may have wondered at the absence of mention of the Murrah Fund of the Walter G. Holmes Foundation in Georgia. This fund, as has been announced, provides the sum of \$120 annually for distribution to needy blind people of items from the catalog of this department. The first announcement this year was for canes, and such an overwhelming flood of requests was received—so many of them eloquent in expression of the urgency of need—that permission was secured to take care of as many of the requests as the funds permit.

It might be thought that with so many Lions Clubs and other groups supplying free wooden canes, there would not be any great need for the metal and telescopic canes. It appears that this is not so. And since mobility is of such importance, especially to those who are trying to get on their feet as breadwinners, it was felt that few purchases could so well pay tribute to the memory of the Murrah Fund as the distribution of as many of those canes as the existing funds permitted. Unfortunately, no more canes can be supplied this year from the Murrah Fund.

MUSEUM NOTES. The response to the request for materials for the historical museum on work for the blind has brought some extremely gratifying results. A beautiful example of an Italian variation of the Guldberg Writing Apparatus was sent in, as well as early books printed in New York Point or in Boston Line Type as well as 19th century examples of music in a now obsolete method of music notation. Other gifts have been promised and are now on their way to the museum.

PLASTIC DISCS. This department has been obliged to discontinue the inexpensive 10-inch plastic discs because of the fact that the manufacturer was not able to control the quality of the material as far as this special application was concerned. It has also been found that the noise on embossed discs increases as the diameter of the record increases. At the present time, therefore, the only embossing discs which can be supplied are 7-inch Sound-Scriber discs with an additional hole to fit over the guide pin. The time loss can be partially overcome by employing a finer lead screw. The discs cost \$12.00 a hundred, plus 50¢ to cover the cost of punching the extra hole, packing, shipping, etc.

MORE ON THE RADIO MAGAZINE. The second issue of *Braille Technical Press*, as this is being written, is almost ready for mailing.

Six hundred fifty copies of the first issue were distributed and reader reaction was very favorable. Despite two reprintings not all requests for sample copies could be filled.

Each issue of the magazine contains sixty braille pages. A department to cover the fundamentals of electronics is being started in the current issue.

It will not be possible to send free samples of this issue. However, those interested may order a single copy at the price of 50¢, or may subscribe for \$6.00 per year. Orders or subscriptions should be sent directly to the editor, Robert Gunderson, 980 Waring Avenue, Bronx 67, N. Y.



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NEWS FROM THE SCHOOLS

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Fire last month totally destroyed the main building of the *Colorado School for the Blind*. Most of the children were out of the building at the time and the others left it in an orderly fire drill. Only one day of school was missed, as classrooms were improvised in other quarters on the campus. An emergency call to the American Printing House for the Blind resulted in the immediate replacement of slates, books, and appliances. Some books were donated by the other schools.

Bids were taken last month by the Tennessee State Department of Education for a new plant and campus for the *Tennessee School for the Blind*. Sixty acres of fine farm land have been purchased at Donelson, six miles east of Nashville, for the location of the new campus. Mr. Paul B. Stevens, new superintendent of the school, hopes to be able to move to the new plant for the beginning of the 1951 school year.

The wrestling tournament sponsored by the Eastern Athletic Association for the Blind was held in March this year at the *West Virginia School for the Blind*. Boys from Perkins, Connecticut, North Carolina, Overbrook, Maryland, Virginia, Kentucky and West Virginia participated in the two-day affair, which was won by the Virginia School. The track meet originally scheduled for Batavia in May has been moved to Perkins because of the lack of facilities at the New York State School. Eight schools are taking part in this annual tournament.

The president of the International Council for Exceptional Children this year is Mr. Walter Finch, superintendent of the *Michigan School for the Blind*. The annual meet-

ing of this professional group was held in Chicago in March of this year. More than sixteen hundred teachers, workers and administrators of programs for handicapped children attended the four-day meeting.

The 40th meeting of the American Association of Instructors of the Blind will be held in June at the *Overbrook School for the Blind* in Philadelphia. This will be the first meeting of the Association in Philadelphia since 1876.

The *Ohio School for the Blind* is proceeding with the plans for its new plant and campus at Columbus and construction is expected to be under way this summer.

The *American Printing House for the Blind* is currently doing research on a Talking Book machine for school use, and experimenting with recorded material for supplementary classroom use. Announcement will soon be made by the Printing House relative to a world globe for the schools. Educational toys, games, and teaching appliances not previously available to the schools on quota accounts will also be in the catalog.

The annual Boy Scout Jamboree sponsored by the Overbrook School for the Blind for the past two years was held at Camp Hubbard, Pittsburgh, Pennsylvania this year. The *Western Pennsylvania School for the Blind* acted as host to patrols of scouts and scoutmasters from Missouri, Kentucky, Virginia, Connecticut and Overbrook Schools.

Six of the new buildings of the *Mississippi School for the Blind* were completed and ready for occupancy on April 1. The re-



mainder of this new plant should be ready for the opening of school in September 1950.

Other schools may be interested in a wire network service recently installed at the *Kentucky School for the Blind*. The main building has been wired for a 25-watt high fidelity amplifier with 12-inch Magnavox speakers in the dormitories, classrooms, auditorium and dining room to receive transcribed programs from the Louisville Public Library. A direct telephone broadcasting line brings the service from the Library to the school, making any transcribed program available to the students. All radio transcribed educational programs

as well as music are provided by this system. With a direct channel to the school, any particular program from a most extensive catalog can be requested for any specific class at any time during the day. Recreational music and programs are available for after school hours, evenings, and week-ends.

Mr. S. R. Hussey, who has been teaching since 1893, has retired as principal of the *Halifax School for the Blind* and been named principal emeritus. His position has been filled by Lowell Legg, an alumnus of the school, who has his master's degree from Dalhousie University.

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## BULLETIN BOARD

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*Pittsburgh Branch, Pennsylvania Association for the Blind*—Weekly swimming classes have recently been launched in a local high school, under a special arrangement with the Pittsburgh Board of Education. A year-round program of public service announcements has been inaugurated with all the radio stations in Allegheny County. In February, one station devoted a half hour musical program to a description of the Branch's work. On our regular series of radio programs over station WJAS, featuring interviews with successful blind people, we recently heard again from Leonard P. Staisey, the first blind person to be admitted to the bar of Allegheny County and a recipient of special recognition by the Junior Chamber of Commerce as one of ten outstanding citizens of the community during 1949. Mr. Staisey told about his years of legal work both in the courts and in the civil phases of the law. He even told about his first murder case which resulted in a personal triumph, and considerable newspaper publicity.

*New York Public Library, Library for the Blind*—A Talking Book program started five years ago to supply blinded war veterans with up-to-date text

and reference material for their studies has been expanded to include all sightless readers. In addition to 30,000 works in braille and 1,400 books in recordings supplied by the Library of Congress, the branch also lists the fruits of its own program to date, 375 titles. A greatly augmented body of volunteer workers has enabled the library to offer its expanded service to a potential reading public of about 8,000 in New York. Two soundproof booths have been built in the library's Yorkville branch for recording books and four recording machines have been added to the project's equipment. The volunteers are prepared to handle all requests as they come in. There will be no charge.

*Division for the Blind, the Library of Congress*—"Did You Happen to See," a feature column in the *Washington Times-Herald* about interesting people in and around Washington, recently honored Mrs. Maude Nichols, librarian for the blind, as holding one of the most interesting and rewarding jobs in the city. This department has developed into a million-dollar-a-year project since it was started in 1897. It not only provides books for regional libraries—both braille and "talking books"—but lends books to some 1,500 blind readers.



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### SERVING THE AGED BLIND THROUGH COMMUNITY RESOURCES

FLORA FOX

SERVICE THROUGH COMMUNITY RESOURCES involves a consideration of the characteristics and needs of the group to be served, and the fashioning of these resources to meet those needs. It is imperative in a study of community resources serving the aged blind, to remember that the aged, whether sighted or sightless, are, like all other groups, individuals. No one service or method is applicable to all. No one solution is possible. A community must provide a variety of appropriate services and facilities if the aged are to be served in an individualized and dynamic way.

Old age involves a shift from settled patterns. The sighted person generally meets it gradually. For the person sightless for years, there are the problems inherent in the aging

process. For the newly blind aged, loss of sight creates an additional problem in the adjustment to aging. Probably the most difficult adjustment must be made by the newly blind person, because he has to learn new ways of living after a lifetime of settled patterns. His is a sharper and more sudden change. More effort and greater understanding are necessary in coping with this problem.

Despite these variations in needs and adjustability of the aged, we can enunciate a common goal—service and facilities which will help each blind person to lead “as normal, active, independent, and responsible a life” as he can. This means, for the long-time sightless, a life that approximates the general life around him; for the newly blind, a life that not only follows as closely as possible the one he knew before, but which will continue to be as rich and as full as possible.

For this, two important things are necessary—the aged person’s will to reach this level

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of functioning and his participation in working toward the goal. The community must be ready, when it is indicated, to provide him with the support he may need, be it casework, financial aid or medical assistance, to help him meet the psychological and emotional strains of adjustment. This includes, in the case of the aged blind, not only the special tools and resources to help him maintain relationship with the sighted world, but an understanding attitude on the part of the sighted world. We have still to contend with the entrenched attitudes—that all aged persons are alike; that all they require is some degree of physical comfort; and in the case of the blind, that they are an undifferentiated, afflicted, and totally dependent group for whom “one does things.”

Those of us who have worked with this group can attest to their individualism and potential for growth and development, and this concept must be basic to any comprehensive community plan for their care. Such a plan is a chain of facilities and services established to meet certain needs. In this chain there will be several types of agency, each with its own specific functions and services but working in close relationship with all the other agencies in the field.

In the field of the care of the aged such facilities include, as they do in New York City, the public assistance agency, which supplies the financial security on which the aged primarily depend. They also include the family and the specialized agencies for the blind, which furnish the casework and the special services to the aged blind. They further include: hospitals and clinics, since both understanding of and maintenance of physical health are inherent in services for the aged; homes for the aged, both in general and the blind; nursing homes; boarding homes, with private families or for congregate living; housing, public and private.

Among the services are those of the visiting nurse and visiting homemaker, occupational

therapy, physical rehabilitation, adult education, recreation, employment counseling and placement service. The church must also be mentioned because so many elderly people seek it for spiritual comfort.

In the light of the thinking mentioned above, I should like to tell you about some of the general facilities and services which the New York City community now provides for the aged, with particular reference to how they serve the aged blind. I speak of New York City because I am most familiar with it. Moreover, what I have to say can be applied to other areas. In large measure I shall further limit my discussion to the membership of my own agency, the Central Bureau for the Jewish Aged, since it includes family agencies, homes for the well and sick aged, hospitals, neighborhood houses, and a convalescent home. Among these agencies is the New York Guild for the Jewish Blind, with whose work I know many of you are familiar.

The Bureau's planning for community services is based on the needs of the Jewish aged as they are revealed through the services given them by the Bureau and its member agencies, on studies, and on joint discussions and conferences of the Bureau and its affiliates. I cannot stress enough the value of this coming together, which many of you experience through membership in councils of social agencies. We have witnessed the development of greater understanding of our aged clients as individuals, a greater interest among the family agencies, for example, in assuming responsibility for this group; a greater desire by institutions to set up programs on a more constructive and sound basis, as well as an interest in extending their service beyond the walls of the institution itself. This is an indication of how concentration on a single problem like the aged, can lead to the development of services and facilities. Knowing how slowly and reluctantly change is introduced in the field of the care of the aged, I can state that this kind of co-



ordinated effort has definitely accelerated developments in the field of the care of the Jewish aged in New York City.

I shall mention, as the first resource, the public assistance agency, because it is still the largest single agency and serves the greatest number of aged persons. It is imperative that a public agency program be "humane" and its finances adequate to enable individuals and families to maintain health, stability, and dignity, through adequate unconditional grants promptly given to cover regular and non-recurrent needs.

In New York City, the department of welfare is very much aware of the needs of all the aged and is meeting them by way of special services, to be referred to later, and by extra appropriations in addition to the regular budgetary allowance to cover the additional and specialized needs of the aged blind, such as personal care, fees for guides and their carfare, group transportation to employment or recreation centers, talking books, radios and food for seeing-eye dogs.

The non-public agencies include the voluntary and the family agencies which provide casework services. Although family agencies have been slow to recognize the potentials of the aged for growth and change, there are increasing numbers of caseworkers who are developing an interest in elderly clients and who find working with them a dynamic experience. But there is still more hesitancy in accepting an aged blind client. In New York City the aged blind for the most part are served in relation to their personal and family problems by the social service departments of specialized agencies for the blind. Since casework is generic, cannot the family agencies make it more available to all, regardless of age or incapacity. A client, on the basis of individual inclination and needs, could then turn more readily either to the non-specialized or specialized agency.

Living arrangements play an extremely important part in older people's lives. We all

know the tenacity with which they cling to the humblest of abodes and resist all efforts at change. Therefore, the community must provide a variety of living arrangements flexible enough to fit the varying needs of older persons from time to time.

With our better understanding of the aged, a new concept of basic care has arisen, namely, that, if it is their preference, elderly persons should be enabled to remain in their own homes as long as they can do so safely and comfortably. Older persons still retain their desire for independence and privacy and have a sentimental attachment to their possessions. But they are also assailed by the fear of sudden illness or accident—a fear that is aggravated by blindness. They wonder who will take care of them in such a contingency. Loss of vision and fear of inability to function independently create feelings of despair and uselessness. Many of these people can be, and should be, helped to remain in the community because the problems they present can be met by adequate community services outside of an institution, such as homemaker service, houseworker service for those aged persons who can manage all but the heavy duties, casework service from either a family agency or the social service department of a home for the aged, medical care and, where indicated, a relationship with a recreation center for the aged, and, last but not least, adequate financial assistance. The specialized agencies can cite many instances where, through the additional special services they provide, elderly blind persons also have been enabled to remain in their own homes. The services mentioned above would enable many an aged parent to remain with his family. In some instances, considerable casework help from the family agency might be needed to resolve the conflicts between the generations. In the case of the aged blind, the specialized agency with its various special services could be helpful to both the elderly client and his family.



With reference to homemaker service: two of the Bureau's family agencies have demonstrated its value in keeping elderly persons in their own homes. One of these agencies which has had a little experience with the aged blind, has stated that it would never rule out a case on the basis of blindness alone. Homemaker service would be granted as in all other instances, if the situation indicated that the client was oriented to his blindness and to being at home, that the care at home was adequate, and that there was a responsible member in the family with whom the agency could work.

One of the housing facilities we should like to see expanded, particularly because of the semi-protective devices it offers, is public housing with its fireproof construction, its elevators, its labor-saving devices, its resident management, and frequent auxiliary services, such as health clinics and recreational facilities provided right in the building. The blind accustomed to living alone could easily adjust to one of these apartments with the help of the home teacher from a specialized agency to orient him to its simple layout.

We have noted that some elderly people, after family ties are broken, and others who have lived in furnished rooms or in their own apartments, seek family boarding arrangements when their health and strength begin to diminish. Such an arrangement provides the security they seek for continued living in the community.

In New York City there are foster or boarding home programs under both public and private agency supervision. In the specialized agency area the New York Guild for the Jewish Blind has a comprehensive boarding home plan for its elderly clients. Contrary to general expectation, they have been successful in interesting people in boarding the elderly blind. The Guild points out the importance of the orientation instructor in this program in helping the caseworker to orient the client and the proprietor of the boarding home to

the new arrangement. A family agency member of the Bureau also conducts a successful boarding home program for elderly clients. As with the Guild, placement is made on a selective basis, in terms of the client's individual need for this kind of housing and the foster family's potential for meeting it. Under its flexible policy this family agency placed an elderly blind client, Mrs. G., a "born cook." The worker recognized that Mrs. G.'s adjustment in a new setting would depend in large measure on her being able to be part of the household and continue cooking. This meant helping the proprietor to accept this specific need of Mrs. G. for specialized attention over and above that given a sighted person. The plan has worked out very satisfactorily. Mrs. G. is completely integrated into the family.

The department of welfare, which has the largest boarding home program for the aged in New York City, also reports positive experience in placing the aged blind. Additional interpretation of the client's needs, due to his blindness, is given to the proprietor, who in many instances is called upon to give considerable personal service. Wherever desirable, efforts are made to integrate the individual into the life of the family. The social investigator arranges for occupational therapy and recreation, generally through specialized agencies. As was mentioned earlier, additional funds are given for guide service, transportation, and so on, when indicated, to enable the client to maintain contacts with the community.

Still other elderly persons who do not seek or require institutionalization, or a family boarding home arrangement, but are afraid to be alone, seek some kind of semi-institutional living arrangement where they will find independence, privacy, and freedom of movement, along with some degree of protection. Many of these are in the middle and lower income groups, and some are on public assistance, with limited ability to pay. For them, agency-supervised apartments with



cafeteria, such as the Tompkins Square apartments of the Community Service Society, or the apartment project of the Home for Aged and Infirm Hebrews, are the answer. We hope that, in time, this most satisfactory housing arrangement will be available to the blind.

The institution for the care of the aged, both public and private, is still one link in the chain of facilities for meeting the needs of the aged, and a very important one, particularly in the care of the sick aged. But it is only a link and not the whole chain. With the growing emphasis on individualized approach, the home must broaden its concept of itself from a merely custodial institution to a social agency working with individuals in need of highly personalized understanding. Institutional care is not always the solution to the problem. It should always be considered and administered for all aged on a casework basis and should be offered only when the client feels that congregate living alone will offer him security and contentment. It would be ideal if the general homes for the aged would open their doors to the aged blind, so that they might have the benefit of choice between the general and specialized home. Some blind, particularly the newly blind, might feel more comfortable among sighted persons. However, we know that, in reality, this choice is not yet open to them.

In order to give service on a casework basis to applicants and residents of a home, it is essential that there be a social service program administered by qualified social workers; good medical service, including psychiatric care; occupational therapy and recreational programs; nutritious and appetizing meals; a forward-looking board; a tolerant and understanding staff, from the executive director down the line. A specialized home for the blind would need to set up programs and provide tools adapted to the special needs of its residents. With these tools you are familiar—talking books, books

in braille, and Moon books for the newly blind aged because the older person seems able to learn Moon script without too much difficulty; braille watches; simple writing guides so that they are not entirely cut off from writing letters; games and so on.

Some homes for the aged in New York City operate an extra-mural program under which well applicants destined for eventual admission remain in their own homes under the supervision of the social service department of the home. In one of these programs—a project under the joint sponsorship of the Bureau, a home, and a family agency—home-maker service is provided by the family agency when and for as long as indicated. Through such a program the home can extend its services to a greater number of older persons in a way that is more satisfying to the old people and more economical to the institution. Meanwhile, beds have been reserved for those who need them most. Though not yet available to the aged blind, I see no reason why such persons could not be included.

Although, as I have already mentioned, private homes for the aged fairly consistently refuse to accept aged blind persons; yet within the Bureau's institutional membership there has been some discussion of the possibility of accepting blind residents, and of the special services they would require. One home in particular, in discussing a wider program, to include the blind, would feel the need for a cooperative working relationship with a specialized agency in order to gain greater understanding of the aged blind and their special needs. This same home, some months ago, made a radical departure in its admission policy and took in a couple where the husband was newly blind, with the understanding that the wife would assume responsibility for him. At the beginning he took no single step alone; but as he became accustomed to the institution, and with the social worker's encouragement, he gradually was



drawn into the home's activities. Today he traverses the entire building, though it does not have the benefit of guide rails; and he even goes outside the building. There are several other blind persons who have lost their sight while in residence. The ambulant participate in the home's various activities and programs. Inherent in the adjustment, of course, is the support given by the social workers in the home and the interest of the occupational therapist.

Another member home, a large institution, which generally limits admission of the blind to those who are bedridden, also made an exception by admitting Mrs. A., an ambulatory 65-year-old, almost blind. She was living alone, had no relatives aside from a niece, and was suffering from a heart condition. In the beginning, Mrs. A. was a mild, sweet-tempered person, but as the months went on and vision dimmed completely, there ensued a very difficult period during which she quarreled with everyone, had temper tantrums, threw her food about, and complained about everything in the home. Efforts on the part of the psychiatrist and the social worker to reach her, changing room and roommates several times, providing a radio of her own, and encouraging regular visits from the niece served only to give temporary relief. Finally, the social worker was able to interest Mrs. A. in visiting the occupational therapy department, a suggestion previously rejected. She consented to go only when the social worker promised to accompany her and remain at her side. The occupational therapist, who had been prepared for the visit, gave her coarse wool to wind into a ball, which she followed with finer wool and then with a simple spool for winding. At this point, the social worker noted that Mrs. A. was smiling and that at the same time the tears ran down her cheeks. She learned that these were tears of happiness because Mrs. A. felt that she could do something useful again. Eventually she gained enough confidence to allow an attendant to

accompany her. She became very meticulous about her appearance. Her appetite returned. All complaints about the home ceased. She attended concerts and entertainments and seemed very happy. The climax was reached when a rug she had made was exhibited at the Welfare Council's Hobby Show for Elderly People and she herself was taken to the show.

In this same home, several other ambulatory persons, blinded since admission, have been helped by the social worker; and they participate in many of the home's activities and even walk around the neighborhood.

The New York City Home for Dependents, which is a public home for the aged where there is a large number of blind residents, reports positive experience with the aged blind. The home's general philosophy is to treat them as normal human beings, with the result that they are so accepted by the other residents. Whenever possible, the blind participate in occupational therapy. Recognition is given to the more difficult adjustment of the newly blind, and the help they need in overcoming their feeling that all is lost. Much individual instruction and attention are given until their confidence is restored and they feel more comfortable. Many of the blind residents can find their way about the intricate buildings and come to the occupational therapy department alone. Among the special appliances provided are braille and talking books. Otherwise, they participate in the handicraft classes, play in the band, go to picnics and concerts with the others. There is quite a bit of social intermingling between the sighted and the blind, although the blind sleep in a separate building. We do not know why.

Of great importance today, with the increase of sick aged, are the nursing homes. Many of the aged awaiting admission to institutions, and many who can continue to remain in the community outside an institution, have needed a nursing home for cus-



todial care or for temporary convalescent or nursing care during an acute illness. For the most part, these nursing homes today are privately operated, with fees far beyond the means of many who need them. Nursing homes should be government-supervised, and forced to meet high standards of care, with some of them subsidized to serve the lower and lower middle-class groups. Some of the nursing homes admit the blind aged; but the blind are subject, to an even greater extent, to the inadequacies of these nursing homes. New York City can look forward, however, to improvement in this direction in the light of new standards of care which have been promulgated by the department of hospitals.

No community program would be complete without adequate medical care for the aged. General hospitals and those for the chronically ill are admitting and caring for ever-growing numbers of older patients. Some private physicians are specializing in the treatment of the older patient, and some hospitals for the chronically ill are concentrating on the so-called degenerative diseases. Yet there is still need for greater interest in, and a more optimistic attitude toward the health problems of the aged. The social worker needs to have not only an understanding of the aged client's physical condition but also the physician's evaluation of his functional capacity, in any intelligent planning for his care. In the case of the aged blind, it would be necessary to have, in addition, a very complete medical report from a competent ophthalmologist before any planning is undertaken. The degree and progressiveness of blindness will have direct bearing on how much we may expect of the client. As Miss Evelyn McKay has stressed, it is important to know something about the cause of his blindness, the amount of vision he retains, and the use he makes of it, and whether there is any chance of improvement of vision through ap-

propriate medical care.\* It is imperative for all those who are serving the aged, to be alert to the signs of failing eyesight and to help the individual to receive adequate medical care immediately.

So far as the blind patient in the hospital is concerned, two member hospitals of the Bureau accept him as they would any other patient, but they recognize the need for and provide such special services as he may require. These might be guide service, casework, occupational therapy, radios with earphones, braille books, and reading service.

No presentation of medical service would be complete without mention of rehabilitation services, such as Dr. Howard Rusk has introduced into Bellevue Hospital, the value of which he has demonstrated for older persons as well. This service has meant restoration of an older person's ability to walk about and to care for his own personal needs. That in turn may even mean his return to living alone or with relatives. Two homes in the Bureau's membership have had equally dramatic results with their own rehabilitation services in getting bed patients up and about, and even out of the institution.

Another vital link in the chain of community resources in New York City are the day centers for elderly people and the special clubs and programs in the neighborhood houses, homes for the aged and specialized agencies. Professionally supervised programs in centers for older persons have demonstrated the effectiveness of satisfying activity in restoring and building up an aged person's confidence and desire to continue to live. Sometimes this is achieved by a reawakening of dormant and long-forgotten interests and talents, or by acquiring new interests and learning new skills.

The specialized agencies for the blind in

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\*"How Can We Better Serve Our Aged Blind?" by Evelyn C. McKay. *Outlook for the Blind*, June 1950. p. 166.



New York City offer a variety of programs, paralleling in large measure those for the sighted aged, such as all the handicrafts—metal work, ceramics, jewelry-making, sewing and knitting—square dancing, dramatics, and outdoor activities such as picnics, fishing expeditions, and vacations.

The department of welfare has played a leading role in the development of recreation centers for the aged. It established the first one in New York City—the William Hodson Community Center. A small experiment at this center in the intermingling of the sighted and the blind has had such positive results that we hope other group work and recreation agencies will encourage attendance of the blind. Here the blind members are accepted completely by the others, and their blindness regarded as any other ailment. The blind participate in many of the activities, in some instances even assuming leadership. One, a member of the poetry club, uses a braille book. Another, blinded at 75, and now 80, enjoys making simple leather articles. The only blind member of a metal crafts group is its final authority on perfect craftsmanship. The headworker feels that the experiment justifies future expansion.

Adult education programs are an important part of the overall programs for all aged. For some, classes, lectures, and discussion groups, available under these programs, are more satisfying than handicrafts. In New York City, these activities, provided through the New York City Board of Education, are an important adjunct to the programs of centers and homes for the aged.

Industry's negative attitude toward retaining or employing the older worker, is a major problem in the field of the care of the aged. When loss of vision is added to the age factor the problem is intensified. This situation, in view of the steady increase in the proportion of elderly persons in the population and their lengthened life span, poses a knotty problem for government and the community. Begin-

ning steps in understanding and tackling the question have been manifested in New York City by both a private and a public placement service through campaigns for jobs and special counseling services. On a state-wide basis, the New York State Joint Legislative Committee on Problems of the Aging, under the chairmanship of Senator Desmond, has undertaken a serious study of the employment needs of the state's aged citizens, in order to make constructive recommendations for legislative action. Of help meantime, on a limited basis, are the workshops of the specialized agencies which accept the aged blind.

Last but not least among the community resources are the churches of all denominations. It has been noted that in all faiths, as people grow older, they turn or return to their religion for spiritual comfort. Here is the opportunity for the social agencies and the churches to come close together. Each can make its unique contribution and jointly, on the basis of better understanding, assist the community in developing improved standards of care in existing services for the aged and in promulgating new services. We have seen the beginnings of this cooperative relationship, as evidenced by the discussions of the spiritual component in social work at national conferences of social work, and by the professional discussions on services and standards of care for the elderly at denominational church conferences.

This presentation of community resources for the aged, sighted and sightless, reveals a diversity in types of services and facilities, at varying stages of development. True, they do not attempt to meet the total need. But we should not be too pessimistic because of that. It is significant that sufficient awareness of the principle that the old and the blind are not undifferentiated segments of the population, but individuals in their own right, has developed to stimulate some groups to undertake even these beginnings of more personalized and experimental services. But we



who recognize this concept must not stop with our own awareness. We must awaken the general community to it. We must encourage the agencies caring for the aged to be interested in the blind. Their experience with the aged should be applicable to the blind person who is growing old, and the understanding and guidance of the specialized agency

for the blind can be helpful too, to the aged person losing vision in the latter years. With this kind of mutual sharing and interpretation of specialized knowledge, it would seem possible to open all resources for the aged to those without vision. Such an arrangement would lead to a fuller, richer and more satisfying life for the aged blind person.

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## SIGHT AND INSIGHT

FRANCES WILSON

SOME OF US who are blind or who work with blind people have thought for several years now that social case work is a professional field in which blind people can function adequately, and equally with seeing people. We've been saying it to each other and to potential employers, and we've convinced each other; but the employers, at least a great many of them, still harbor serious doubts. It is, then, chiefly for the future employers of blind case workers that those of us practicing in the field need to put our experiences in writing, and in doing so, we also shall surely help one another in developing skills.

When thinking about the kinds of questions employers would ask and have asked when confronted with a blind applicant for a case work job, I found that the problem had two distinct aspects from their point of view: first, how can this worker handle the mechanical part of her job? That is, how will she keep records? Can she make home calls? How will she keep notes and resource information? Will she be a nuisance in getting about the office? And second, but far more important, how can this worker handle the professional part of her job? Can she estab-

lish a working relationship with the client? Will clients accept her and have confidence in her? Can she actually offer them as much help as a seeing worker could? The first question could be answered specifically only in relation to a specific setting, so that I shall deal with it only briefly, but the second, which is more generic in nature, I shall consider at greater length.

First of all, I should like us to keep in mind that every case worker, on a foundation of basic philosophy and generally accepted principles of practice, builds her own structure of skills and techniques. Needless to say, the blind worker is no exception. Social workers surely do not need to be reminded of individual differences even among those with blindness in common.

I shall proceed then to consider the first question of the employer. How does a blind worker cope with the mechanics of her job? It seems to me extremely important that the case worker herself take responsibility for working out these details of her job. Some agencies for the blind provide special aids for blind staff members, but such consideration cannot be expected, certainly, outside of the comparatively small field of work with the blind. Since I do not suggest that blind

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workers confine themselves to that field I believe that from a practical standpoint we must assume that these privileges will not be forthcoming.

If the job requires making home calls and other staff members drive rather than use public transportation, the blind worker, in order to accomplish as much work in a day as the others, will be obliged to employ a driver. For reading records she will need either to hire someone or find a volunteer. In either case the well-trained and responsible worker will carefully select such a person because of the confidential nature of records. The need for these two services will vary among agencies, and the worker will have to decide whether these expenses are so prohibitive as to make the job impractical. However, so long as she assumes these expenses herself they should constitute no barrier from the employer's standpoint. The worker will rely on her own braille notes to a large extent for reviewing her own case material. In smaller agencies a department secretary can assist with brief and occasional references to records. In agencies where clients usually come to the office a driver will be needed only a small part of the time. In such situations these costs are minimal. I have found that employing a college student as a driver, who can study in the car while I make calls, is a very satisfactory and inexpensive arrangement.

The worker will probably find it desirable to keep a braille card file of her clients' addresses, and also one of community resources. Dialing a telephone, using a dictaphone, getting about the offices once they have become familiar, should present no problem to a well-adjusted blind person and should require no assistance from other workers. In large public agencies where a great number of forms must be filled in by the social worker, a blind worker will find real difficulty. Although she may make braille copies of the most generally used forms so that she can organize informa-

tion for them in a systematic manner, I know of no method at present by which she can transfer information to the form itself without sighted assistance.

This hasty review of the kinds of mechanical problems which may arise and possible solutions, is not meant as an answer to the adjustment problem of a blind worker in any specific setting, but the point I wish to emphasize is that she must be sure to take upon herself the entire burden of this adjustment. If she does not, the employer has every justification, when considering applicants with comparable background, for choosing the one who can see.

The second question, whether the blind case worker can help her clients as much as a seeing worker, is much harder to answer than the first because we have no truly accurate way of measuring success in case work. We can never know what would have become of the client without the service nor what another worker might have achieved with him during the same period of time. Add to this difficulty the further problem of determining how much the case worker's blindness was a factor in the success or failure and how much other factors were responsible, and you find yourself searching for a different way to approach the matter. I have chosen to proceed by considering the elements of the case work process, the problems related to each of these which may arise for the blind case worker, and the ways I have found of circumventing or dealing with these problems. Fuller understanding of the problems involved and better ways of meeting them will surely evolve as more of us enter the field and share our ideas and experiences.

The relationship between the worker and client is, of course, the basic element in any case work treatment. It is also the area in which one might expect the blind worker to encounter the most difficulty. The discomfort which most people feel on first meeting a blind person is felt by the client as much as



by anyone else. It is the worker's own adjustment and understanding of herself which can best serve her in overcoming this discomfort. If the worker believes in her own ability to help and if she isn't tied in knots with her own needs, she can proceed to relieve his anxiety.

The first step in doing this, I have found, is one of prevention. If the client's entrance is awkward, everything is off to a bad start. The client isn't told that I am blind before he meets me. It doesn't seem wise to me to have his preconceived notions all mobilized before I am there to reassure him. Blindness in the abstract is much more terrifying than I am. Some practitioners do not agree with this theory, but it has been substantiated in my experience. His not knowing in advance, however, creates a problem of meeting him gracefully, and although this would have to be handled differently in different settings, all it requires is cooperation between the receptionist and the worker. In our agency it is easiest for the receptionist to direct him toward my office and for me to meet him in the doorway. From that point on I allow no doubt to remain in his mind about whether or not I can see. At first I thought it was obvious to everyone, and I struggled through a few difficult interviews in which, I realized later, the clients were wondering what was the matter with me, rather than focusing on their own problems. I now make it a practice to say something at the beginning of the interview which will remove all question about it.

The next step is to focus on the client's problem. It surprised me at first how readily the client accepted this focusing on him. I had grown accustomed to encountering curiosity about myself even on the part of total strangers and so was prepared to find it here. I have since come to the conclusion that when a person's need is great enough to bring him to a social agency seeking help, it is great enough to take precedence over anything else. When he sees that I am offering him interest

and understanding he is more than willing to make use of it. From this point on, as in any case work relationship, the worker becomes more and more a means of meeting the client's needs, and less an individual with personal characteristics separated from her function. My experience has indicated that in those cases where clients were unable to accept a case work relationship with me and proceed in treatment, the failure seemed to be more related to my lack of professional development or to the client's unreadiness to move on his problem than to the fact that I was blind. Two of my clients verbally expressed objection to having a blind case worker. Perhaps these two will serve as illustrations of my last point.

Mr. A. was legally blind although he had enough useful vision so that he did not consider himself so. I saw him the first time he came to the agency, at which time he was referred to another agency for the service he requested. He was sent back to us about eight months later to start a three-month training program. I made an appointment to talk over the program with him, but on the day I was to see him I was ill so could not keep the appointment. He told my supervisor, who saw him that day, that he would prefer a different worker. He said he did not feel free to lose his temper with me because he felt sorry for me. The supervisor asked if he would feel that way with the training director, a man, who also happened to be blind. He was sure he would not. She felt, as I did, that this might be his way of punishing me for breaking the appointment. I saw him to tell him about his transfer to another worker. He told me also that he would not feel comfortable about losing his temper with me. A few weeks later Mr. A.'s second worker left the agency. She then gave him a choice of returning to me or being transferred to someone else. He chose to come back to me. Later on he was able to talk with me about his hostility toward all social workers and his feel-



ings that they were laughing at him behind his back, and to express his discomfort with women in general. With so much insecurity where women were concerned he would certainly see my breaking an appointment as rejection and would search for any convenient hook on which to hang his dissatisfaction. What could be more handy than my blindness?

Mr. B. was a severe spastic and mentally retarded. His mother had devoted her whole life to him and through sheer determination had brought him to a point where he was able to function adequately on a very elementary level. The fact that intelligence tests showed a drop in I. Q. from 60 to less than 50 over a ten-year period meant nothing to her. She took him from agency to agency looking for someone who would confirm her belief that he was "a fine boy." She was violent in her denunciation of all those workers who had refused to "give him a chance to show what he could do." In an attempt to help Mrs. B. and her son arrive at a more realistic concept of his abilities and with the hope of helping him to accept a level on which he actually could function, I arranged for Mr. B. to have an exploration period in our workshop. However, after only two days the experience proved to be so threatening to him that he became ill, and his mother told me he was physically unable to return. Later on she told a worker at another agency that "Miss Wilson couldn't help my son because she's blind and couldn't see what a fine boy he is." The truth of the matter was that I had failed as all the previous workers had done in helping Mrs. B. to accept her son's limitations.

The next element in the case work process which presents difficulty to the blind worker is that of getting information about the client and his feelings preparatory to formulating a diagnosis. Her difficulty here is, of course, her inability to visually observe him. I say "visually" observe because there are many ways of observing, and it is in this fact that the blind

worker finds an answer to a large part of her problem. She is accustomed to listening for feeling tones in the voices of everyone she meets since her relationships with everyone in her daily life depend on this ability. As a case worker she develops ability to interpret these tones as a seeing worker develops skill in interpreting facial expressions. She learns to listen for other things, too. The woman who opens and closes her purse, the man who drums his fingers on the desk, and the girl who can't sit still, all can be heard as well as seen. I have found these substitutes for the most part adequate, the greatest difficulty arising with the extremely inarticulate client. With him my situation is similar to a seeing worker's when confronted with a "dead pan," and the answer is the same; more time and more skill to draw him out.

Observing physical appearance is considered very important by some social workers, and in some cases I agree. If there is anything extremely unusual in the client's appearance I want to know about it. Our receptionist has been of great help in this respect. However, this situation seldom occurs. It is the client's feeling about his appearance which is usually important and this can come out only through the interview. A client may be somewhat untidy in dress, but this may be no problem to him at all. It is not the case worker's task to make him over. It is only when this untidiness becomes a barrier to his doing something he wants to do or when he becomes concerned about it that it becomes an object for the worker's attention. I have not leaned on the descriptions given by others for anything but extremes, and the following example will indicate why. Two social workers met an applicant at our agency under the same circumstances and each described her to me later. One said that she was "fat and quite unattractive." The other described her as "quite cute, with an athletic build." Where appearance is concerned there are great variations in judgment.



In our agency a specific problem arises in regard to observation since we serve physically handicapped people, and it is necessary for me to know what the client's handicap is. I have found not being able to see an advantage in this respect. I have to ask him about his disability, and this often affords a better opportunity to learn how he feels about himself than if I could merely observe the misshapen hand or the hearing aid.

If a worker is able to establish a satisfactory relationship with her client and if she is able to adequately observe and interpret his feelings and responses, I see no further obstacle which her blindness might present to her proceeding with diagnosis and treatment. In every other respect, I believe, her success as a case worker depends, as in the case of a seeing worker, on her professional development and her natural aptitude for the job.

To summarize my conclusions, then, I believe that the blind case worker's problems center around the areas of relationship and observation. In handling the problem of relationship her first requisite is personal adjustment; the second is skillful introduction of the fact that she is blind; and the third is immediate focusing on the client's problem. In dealing with the problem of observation her first tool is the development of auditory substitutes for vision; the second is use of the interview to bring out material about appearance which is important to the client; and the third is the use of other observers in those instances where a physical characteristic is particularly unusual or extreme.

I have not dealt at all with the specific problems and the possible advantages which a blind worker may find in working with blind clients or with those in other groups of the physically handicapped because I have wanted my remarks to be more generally applicable. They have been based only on my own experience and are not presented as conclusive, but rather with the hope that they will arouse many further questions and an-

swers in the minds of those practicing in the field, and will thereby lead all of us toward greater professional skill and understanding.

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FRANCIS EBER PALMER, 1863-1950

"God standeth within the shadows, keeping watch above his own!" How clearly these words return to my memory as I again seem to hear them resounding from the lips of Francis E. Palmer. This was his firm belief years ago and I know that as he neared the close of a long life of fruitful service to his fellow man, he was calmly assured that God was still there within the shadows waiting. Again he said, "History and biography and literature must be kept resonant with the lives of the best. The Captains and Kings may depart, we must hear the shouting and the tumult, but must not forget."

No, we must not forget such men of sound purpose and high integrity as Francis Eber Palmer who died on Tuesday, May 30th at his home in Batavia, New York, following an illness of fourteen months. He was born in Bowen's Prairie, Iowa on September 24, 1863, and was graduated at Grinnell College in that state in 1888, when he began his teaching. In 1893 he married May Lenon of Guthrie Center, Iowa. Through all the years since then she has stood by his side, gracious, sympathetic, helpful, devoted, interested in all his work; always accompanying him to the meetings of our group. He served thirty notable years in the public schools of his state before he became superintendent of the School for the Blind in Vinton. A leader in public school work in Iowa, he became one of the outstanding national figures in work for the blind, serving the Iowa School as superintendent from 1918 until 1939. Progressive in his thinking, he did much to liberalize the curricula of our schools and to divorce them from narrow limitations. He continued in that work until 1939 when he moved to Batavia, New York to be near his son, Superintendent Eber



Palmer of the New York State School for the Blind.

For the past fifteen years he has been listed in *Who's Who in America*. Earlier he was president, first of the Southwestern, then of the Northwestern Iowa Teachers' Association. At one time he was vice-president of the Iowa State Teachers' Association, and later president of the American Association of Instructors of the Blind in 1935 and 1936. In 1938 Grinnell College, his Alma Mater, bestowed on him the honorary degree of LL.D. Among his outside activities he was a charter member of the Lions Club in Vinton, Iowa, and a pioneer Chautauqua lecturer in the middle west. While in Batavia he took an active interest in the civic life of the community. He was a member of the Methodist Church, active in its work, and revered and loved by all who knew him.

Mr. Palmer was a convincing speaker and an energetic leader in our conferences of Instructors of the Blind. His attitude may be exemplified by another quotation which he liked to use: "Bring back the flag to the men", someone shouted to the standard bearer, who was rushing onto the parapet. "Bring up the men to the flag", was the heroic reply. Our profession needs such men as leaders. We who knew Mr. Palmer intimately miss him.

—B. S. JOICE

#### MADELEINE SEYMOUR LOOMIS

Friends and workers with the blind throughout the country were shocked by the sudden death on August 16 of Madeleine Loomis. Miss Loomis began her work with the blind in 1919 as a teacher of braille for the Chicago chapter of the American Red Cross. Later, she organized and taught braille classes at the Providence chapter and the New York chapter. Since 1935 she had been a teacher of braille at Teachers College, Columbia University. She was the author of many books on braille, including *Standard English Braille in Twenty Lessons*, *You Can Learn to Read*

*Braille* and *The Braille Reference Book*.

Miss Loomis worked with representatives of Turkey in setting up a braille system for the Turkish language. She was a member of the International Council for Exceptional Children, and vice-regent of the Mary Washington Colonial Chapter of the Daughters of the American Revolution.

Funeral services were held at the Frank E. Campbell Funeral Church in New York City. Surviving is a brother, Stillman W. Loomis.

#### NEW YORK STATE SCHOOL DEATHS

Mrs. James Scibetta, a teacher of English and speech at the School for the Blind since 1929, and her husband were drowned in Seneca Lake on May 7th. Besides being an outstanding teacher, Mrs. Scibetta was active in club work and dramatics. She was always cheerful, happy and much loved by her pupils.

Mrs. Annie Parker, retired matron, died suddenly at her home on May 3d. She was connected with the school for over twenty years until ill health compelled her retirement in 1937. Although confined to a wheel chair, she maintained her interest in her "boys".

Mrs. Agnes W. Beebe, a member of the Board of Visitors since 1943, passed away May 19th after several months' illness.

#### OUTLOOK FOR THE BLIND

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## THE FANTASY LIFE OF THE BLIND

W. PATRICK MORRISSEY

IN THESE DAYS it has apparently become quite popular, even in ordinary circles, to talk of complexes, the subconscious, and other aspects of the mental life of man which were neither so widely known nor discussed a generation ago, even in medical circles. It is my wish to treat here a certain aspect of the life of the blind of which very few people are aware, and of which most people probably know nothing. Even most blind people are unwilling to say much about it to others, for fear they may be considered more than odd, perhaps just a little "off in the head"; but it is quite probable that most of them have had this experience at one time or another, over a period of years, especially if they happen to have been born blind. However, since it is a perfectly natural, and therefore normal, result of certain conditions prevailing in their environment which have affected their lives from childhood on, I think it only proper that something be said about it. I refer to the fantasy life of the blind, and having been born blind myself and having long experienced this phenomenon of mental activity before I knew what it was or tried to discover its causes in my own case and in other cases, I think I may be bold enough to consider myself qualified to know and say something about it. I have not only tried to discover and analyze some of its causes, but have also endeavored to determine both its good and bad

potentialities for us, and it is of these I wish mainly to speak.

Fantasy may be defined simply as a sort of daydreaming, but it is usually an involuntary and unplanned daydreaming. It is a sort of hidden, inner life lived in the mind of the individual, either in connection with events and persons influencing or even determining the circumstances of his outer life, or as a refuge from these. Indeed, the same individual may engage in both types of fantasy, but he will indulge in one type much more than in the other, and it depends in some measure on the type in which he indulges as to how this habit of fantasy affects his whole life and his capacity for some sort of useful and satisfactory manner of living, both with himself and with others.

As a sort of refuge from the reality of certain unpleasant or undesirable conditions in his environmental life, fantasy is often a most pleasant and stimulating experience, and consequently becomes a habit without the individual realizing that it has become so. In this sort of fantasy, the individual is either the doer of great deeds or of generous favors to others, or he is the holder of stock in a very remunerative company, or he may be, in his secret mind, the recipient of favors from others, persons either real or imaginary. In either case, he is indulging in a fantasy which makes him feel secure, safe, wanted and appreciated, and which is thus an inner expression of his perfectly normal desire to be any one or all of these things.

In the other type of fantasy, which has to do with persons in real life who adversely

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W. P. Morrissey was graduated from Iowa State Teachers College and received his master's degree from the State University of Iowa. He has specialized in modern languages and taught for one year in Dowling College, Des Moines, Iowa and, more recently, for a year at the Maryland School for the Blind.



affect the life of the blind individual, the experience is usually anything but pleasant. It is usually a violent type of fantasy, which expresses itself in any one of various ways. It is rooted in fear and inner protest, and therefore may take a form in which the individual is himself the victim of someone's almost sadistic domination or persecution, or may fancy himself the one inflicting discomfort or torture on others or even killing them, and doing it quite gleefully, thus ridding himself of their tyranny forever. In his very thoughtful and enlightening book, *The Blind in School and Society*, Dr. Thomas D. Cutsforth gives some interesting examples of this violent, fear-inspired type of fantasy as experienced by certain blind individuals who confided the facts to him; and, of course, he did not violate their confidence by divulging their names.

The violent fantasies which are the result of inner fear of another person and resentment because of that person's place of authority or domination over the life and environment of the blind individual take various forms, and may not be of the same pattern at all times even for one individual. A certain man of my acquaintance once told me that as a child he was afraid of one of his teachers and felt he hated him, and often, when he was alone or even when he heard this teacher excoriating and belittling one of the other students, would imagine himself having a fight with the teacher and overpowering him, and sometimes even killing him, usually with kicks and blows. This teacher was a man who had, at least when I and others knew him, a very overbearing manner toward all of us, and who was inclined at times to belittle us and to ridicule us so that we felt either totally miserable or wildly rebellious within. My friend's fantasy was only a natural, normal result of his realization that his blindness made it practically impossible for him to stand up to the man as he felt he should, and also, because of this consciousness

of his physical inability, it was a natural, even though somewhat exaggerated and sadistic, expression of his desire to show the man that he was not monarch of all he surveyed. I could give other examples of this type of fantasy, from my own and others' experience, but most of them would be a sort of repetition of this same thing, or would be even more fantastic. In time, and with growth in years and change of circumstances or environment or both, these fantasies leave the mind of the individual; but in cases where neither circumstances nor environment materially change for the better, the individual who is a victim of this type of fantasy must try to understand what it is and what causes it, and even though he may not be able to banish it at once or in a short time, his analysis of the situation, either with or without outside help, may well enable him to live above it or at least not allow it to cripple any other potentialities he has for good, both to himself and to others.

As an illustration of the fantasies in which the individual is at peace with himself and with the world, I might cite an example or two. At one time I asked a friend of mine who had gone through a school for the blind and was then in college whether or not he indulged in this sort of thing, and he admitted that he still did. He said that in his mind's play, we were not in our native state but in Florida, and this pleasant fantasy was evoked by the fact that we were having just then a rather unusually long spell of warm weather at a time of year when it is usually much colder. From my own experience, I will say that as a young lad, intensely interested in languages, geography and ancient history, I used to imagine myself in many remote places, and the halls of the school became anything from an ancient Roman palace to a modern, crowded street in some city in China, India, or perhaps one of the European countries, and this pleasant fantasy was often heightened and made more lively by the fact



that I could even then speak a few words in various languages. When I could not speak the language of the country about which my fantasy was playing, I would often utter, usually in a whisper, strange syllables and combinations of syllables, and thus imagine to myself that I was learning to speak some outlandish tongue. It may well be that this habit was of great aid to me in my later, more concentrated and serious efforts with a number of languages, because it prepared my tongue and other organs of speech for the pronunciation of certain sounds and combinations of sounds not found in English. Indeed, I might add that my fantasy life has since also enabled me to keep up some of these languages because in it I was speaking them with people whose native languages they were. I suggest that in such cases, and so long as we remember that these things are only a part of our fantasy life, we may, as it were, make them work for us and to our good. Our awareness of our real, physical environment will have a sufficiently sobering effect to make us realize the limitations of even these fantasy helps to whatever end we wish to achieve.

I will not here go into any detail concerning it; but I think I should frankly say that many of the blind also have what might be called erotic fantasies, and that in cases where, thanks to a prudish or somewhat puritanic environment and a neglect of their training in matters concerning sex, these fantasies may, and often do, take on some rather weird forms. Sometimes they are positively sadistic, even when the object of the erotic fantasy is not a person to whom the individual indulging in it has any special aversion. Indeed, he may, and usually does, have a very strong affection for the object of these fantasies. Thanks to the saner and more understanding attitude toward these and other aspects of the social life of the blind now shown in most schools for the blind, it is very probable that few of the pupils will leave them with their minds warped by any such erotic fantasies,

and it is a most desirable thing that they should not have them in later life.

I think I have written enough to show what I mean by the fantasy life of the blind. It should be clearly understood that even though a blind individual may, and often does, indulge in these fantasies even in adult life, they are not necessarily a sign that he is mentally abnormal, and least of all, that he is insane. It is simply the natural result of the fact that for many blind persons, especially in early childhood, life is often very lonely. Their seeing parents, family and friends are often so busy with their own affairs that they do not realize this, and may fondly imagine that when the child is playing the piano or listening to the radio, he is enjoying himself, whereas it may be that in reality he is heartily wishing he had someone to talk to him about this or that thing which interests him deeply at that particular time, and is trying, perhaps unconsciously and involuntarily, to make up for this lack of real companionship by creating, so to speak, a little world of his own in which he has friends who understand and appreciate him, and wherein he is allowed to show some particular skill of his own for which his friends in that world truly admire him. I do not deny that this may lead to an exaggerated sense of his own importance, nor do I deny that it often leads to an exaggerated notion of the unfriendly and overbearing attitude of those who may in some way be a bit domineering over others, including the blind individual; but I wish to have it understood that the fantasy life, in whatever aspect, is only a means of trying to express a perfectly normal and natural desire to be somebody and to be of importance in the eyes of others. I freely admit that these fantasies may often be the cause of certain outward mannerisms which are sometimes called "blindisms"; but if the seeing persons within the orbit of the blind person's life understand this rightly and try to take a kindly, sane attitude toward him, they can be of much help to him



in his efforts to overcome such mannerisms when they are called to his attention. Any fantasy, unchecked, may lead to mental trouble; but if the individual can understand the general nature of fantasy and in particu-

lar the why and wherefore of some of his own fantasies, be they pleasant or violent, he can, in time, either expel them from his mind, live with and above them, or make them work for his good.



## PROGRESS AND PLEASURE OUTSTANDING IN 1950 SUMMER CONVENTIONS

Late June and early July of 1950 brought in quick succession a trio of national conventions in the field of work for the blind which probably add up to one of the greatest concentrations of professional progress and personal pleasure in many years. Despite country distances, hundreds flocked to Philadelphia for the biennial session of the American Association of Instructors of the Blind; invaded Salt Lake City for the annual convention of the American Association of Workers for the Blind; and centered on Chicago for the annual confab of the National Federation of the Blind.

The eyes and ears of the *Outlook* traveled to all three to assemble a summary of impressions and highlights for a composite picture report, since detailed reporting in brief space would be impossible. The *Outlook* saw and heard at the two professional gatherings an intense interest in the fundamental facts and problems, a maturely progressive openmindedness toward new concepts, a tolerance between special interests and a healthy desire to promote national unity and agreement. At the meeting of members of the Federation the *Outlook* heard a vigorous and virile group of organized blind persons raise their voice in protest against inadequate social progress and autocratic agency programs, while tempering their emotion with an unmistakable sign of

yearning for intellectual fashioning of Federation policies and objectives.

The *Outlook's* most cherished memory of the Salt Lake City A.A.W.B. assembly is that of the Shotwell Award presentations to Mary Dranga Campbell and Winifred Hathaway, leading ladies in their respective fields of work for the blind and prevention of blindness. Visitors who heard the pin drop in the famed Salt Lake City Tabernacle could have heard it equally as well as more than two hundred banqueters listened reverently to inspiring ceremony.

By way of statistics, registration at the Salt Lake session was 290 with scores of additional drop-ins. New York led with thirty-one registered delegates, Utah and Canada followed with thirty, and California sent twenty-nine. Thirty-eight states, seven Canadian provinces and India were represented. Total membership now stands at 700, with Tennessee taking the 1950 championship for new members and Florida, last year's leader, running second. Convention site for 1951 will be Daytona Beach, Florida, on invitation from the Florida Council for the Blind, the date to be set by the Board.

At Philadelphia more than 400 turned out for the educators' and instructors' get-together, with historic, progressive Overbrook School for the Blind virtually overflowing





### UP IN THE AIR

This candid snapshot, taken during a Rocky Mountain tour on the entertainment schedule of the Salt Lake City Convention of the A.A.W.B. in July, is evidence that Master of Ceremonies Francis Cummings was not enjoying the prospect of being late for the evening's Shotwell Award Banquet. Dr. Cummings, third from the left above, is awaiting the return of a party of would-be mountain climbers too long delayed by snowball fights at the 11,000-foot altitude. Major Jack Brady and George Keane, of the Industrial Home for the Blind, Brooklyn, show little sign of optimism about their early arrival at dinner, while M. R. Barnett, of the American Foundation, does his best to cheer up the impatient trio—literally “up in the air.”

with hospitality. Election of officers took the news spotlight, with Finis E. Davis, superintendent of the American Printing House for the Blind, voted into the association's presidency. Other officers elected are: First Vice-President, Neal F. Quimby, New Mexico; Second Vice-President, J. C. Lysen, Minnesota; and Secretary-Treasurer, Egbert N. Peeler, North Carolina.

The A.A.I.B. convention spot in 1952 will be Louisville, the home of the printing house. Meanwhile, joint cooperative action by committees of the two large associations will begin to function in the study of pertinent problems in educating the blind for effective

adult lives where they cross associational lines.

Election of officers at the meeting of the National Federation of the Blind returned Dr. Jacobus tenBroek to the presidency of that group. Emphasis upon legislative objectives highlighted the Federation's business meetings to a much greater extent than that noted at the 1950 conclaves of the two professional associations.

The *Outlook* from time to time will relate other aspects of the activities and objectives of the national and international forces at work about us. We pledge increased alertness, more representative reporting, and a re-dedication to professional service.



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## CONTRACT WORK IN A SHELTERED SHOP

ALFRED L. SEVERSON

CONTRACT WORK in a sheltered shop is essentially the same as contract work in private industry. The type of work that can be done, the ability to secure work, and the prices for the work are the central factors. The fact that the work is done in a sheltered shop by handicapped workers is incidental as far as the contracts are concerned. From the point of view of the shop, however, the work never is an end in itself but is a necessary part of a total program whose ends are the welfare of individuals and the easing on the general public of the burden of dependency.

### *The Ability to Do the Work*

The ability of a sheltered shop to do a job does not hinge on any question of the abilities of handicapped people but on the questions of adequacy of machinery and equipment, technical know-how, the meeting of production schedules and the proper quality controls.

If you go through any dime store looking for articles that can be made in a sheltered shop you may be surprised to observe that almost all the articles are machine-made and require little hand labor. In a large factory machines continuously displace hand labor or are so arranged that the hand labor required cannot be removed far from the machines. In many assembly lines there is a great deal

of hand labor but machines are an integral part of the line so the whole is tied to the machines. The high wages in American industry are possible because the physical abilities of the workers are multiplied by the efficiency of the machines. In sheltered workshops there has been a minimum of machinery for contract work, so the workers labor under the double disability of a physical handicap and a limitation of tools. Sheltered shops have been in a position where the contract work they could do consisted of rather simple hand work. Special machinery cannot be afforded unless long-time continuance of a contract is assured. Shops have not ventured to purchase machinery and then secure work for those machines.

Machines are of no importance without technical know-how, a knowledge which goes beyond the mere operation of the machine to the creation of jigs and devices and the organizing of the shop for efficient production. Even in hand assembly it is hard to estimate the importance of jigs and devices. In many instances, with the blind at least, they determine whether the job can or cannot be done. The nature of the jigs and devices very frequently spells the difference between efficiency and ineffectiveness. The sheltered workshop cannot be content to copy the devices used in the firm which gives the contract. Special physical disabilities require special devices—devices which may excell those originally devised for non-handicapped people. The development of jigs and devices is no cut-and-dried affair but requires continual alertness, imagination and a “feel” for that which will work.

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The above address was presented at the National Conference of Social Work held at Atlantic City, April 25-27, 1950.

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Alfred L. Severson is executive director of the Chicago Lighthouse for the Blind, 3323 West Cermak Road, Chicago 23, Illinois.



Contract work has quality standards and production schedules which are integral to the job. A rather naive example of an opposite point of view is expressed in the words of a gentleman operating a sheltered shop: "I need more contract work but I don't want any work where we have to get out any certain amounts on deadlines." The flow of materials and sub-assemblies with a minimum in the pipelines is an important factor in the efficiency of our industrial society, and a sheltered shop which refuses to work in terms of this picture is not really seeking contract work but is seeking for something to while away the time.

It would be stultifying to think of what can be done in a sheltered shop only in terms of what has been done in the past. The possibilities for the future hardly have been touched but these possibilities imply a considerable increase in the investment per worker.

### *Securing Contracts*

In spite of the limitations in tools and know-how in sheltered shops there is considerable potential contract work in cities with industries. In seeking such work we should be fairly clear on the motivation which might lead the firm to give the contract. Most firms contract work for which they do not have the specific production tools required but sheltered shops do not have the equipment to compete for this kind of work.

Four types of situations are conducive to contract work being given to a sheltered shop. Many firms have nuisance jobs, odd jobs which do not fit smoothly in their plant. They may be jobs with too much monotony, irregularity, or difference from their other processes, or too small in volume to fit smoothly. Many of these nuisance jobs fit nicely in a sheltered shop.

A firm with a plant of its own is at times short of space or manpower, due to the general economic situation or due to the growth

of the firm. Contracts let to a sheltered shop with space and manpower help alleviate a real problem. Contracts stemming from this source are likely to be withdrawn in times of economic recession or depression, the very times when the demands on the sheltered shop are the greatest.

Small new firms come into existence continually and in some instances it is a distinct advantage to them if a sheltered shop can be the sole assembly storage and shipping facility. Metal stampings and other parts come directly to the shop from the original supplier. Some of the parts may be drilled, riveted or processed in other ways in the shop, assembled and drop-shipped to customers of the firm. This type of contract has great possibilities if the work is suitable to the shop, if the firm prospers, if the shop does a good job, and if there is no attempt at exploitation by either party. A small new firm or an older firm with a new product usually is overly optimistic and its unexpected adversities reflect directly on the shop. The regularity of material supply and of shipments, the volume of storage space, the development of engineering "kinks" which have not been ironed out, and related problems may be of greater moment than the actual fabricating and assembly and it is in respect to these matters that trouble is most likely to arise. If the storm can be weathered for a time, adjustments can be made giving fair consideration to all the elements in the total picture.

Some firms are willing to give contract work to a sheltered shop because they have a feeling of community responsibility or sympathy for the handicapped. They are willing to let work go from their plant to a sheltered shop which they would not let to a private firm. A large firm is more apt to give such contracts than a small one. The volume of work removed from their plant is very small in terms of their total production and the large firm is inclined to be more conscious of its responsibilities to the community. The



feeling of community responsibility is the backdrop which permits some men in the firm with warm hearts and a sympathy for handicapped people to use their influence in granting contracts to a sheltered shop. The interest and concern for human beings are potent forces and are found in men and women in large industries. Contracts that come out of this interest and concern are on a more substantial basis than those that are given because the contracting firm is in a position which gives them a specific economic advantage in letting work to a sheltered shop. An outstanding example is the long-time relationship between the Western Electric Company and the Chicago Lighthouse for the Blind. From time to time over the years the work being done at the Lighthouse became obsolete with shifts in technology but in each instance Western Electric Company found other work which could be substituted.

The four motivations for a firm letting work to a sheltered shop do not insure a flow of contracts. The shop must find the firms to be approached and sell them. As in all selling, the ways of finding prospects and making sales are variable. They flow from a general understanding and sizing up of the whole situation, determination, imagination and work.

Toy work is highly seasonal and is relatively easy to secure for part of the year. Letters can be sent to toy manufacturers listed in the classified section of the telephone directory. A firm advertising in the "Help Wanted" columns may find that its labor problem can be relieved through letting a subcontract to a sheltered shop. The "Industrial Space Wanted" advertisements are one key to new firms or expanding firms. A sheltered shop may advertise directly in the newspapers. Some persons interested in the shop may know of types of work in an industry or a specific firm which can be in-

vestigated. The president or other important official of some firm may become interested in the shop through a friend and may permit a representative to go through his plant looking for work. The heads of a number of firms can be invited to a meeting whose purpose is to develop interest and secure permission for a survey. Perhaps the best way of securing contracts is to develop a reputation which is widely known so people with work to be done will approach the shop of their own volition.

### *Pricing*

Contracts offered to a shop at prices which undercut the market must be rejected. Contracts are not offered at prices above the market but if they were they would be objectionable in the long run. A market price is the only satisfactory price but frequently it is difficult of determination.

Clothing, groceries and other articles vary in price from store to store depending upon many factors, including the reputation of the seller and the services that go with the products. The factors surrounding contract work in a sheltered shop are variable and create real difficulties in determining a fair price. A firm which takes work from its own plant and gives it to a sheltered shop cannot be expected to pay more than what its direct costs would be. These costs are the piece rates plus a percentage to cover deductions for social security taxes, vacation and sick leave wages and immediate supervision. The firm has a reduction in its paper work on personnel but an increase in other paper work and in trucking costs. When a contract involves storage, drop-shipping, or other services which a firm otherwise would do for itself, a fair price must include these costs. In general, a fair price means that a firm does not escape legitimate costs which are met by its competitors. In figuring these costs the sheltered shop cannot figure on the basis of the marginal or



high cost firm but on the basis of reasonably efficient operation. If the sheltered shop is inefficient it must pay its own penalty.

The price of inefficiency is quite different from the subsidy required by a sheltered shop to accomplish the purposes for which it was established. Contrary to any private industry, the shop drains itself of its best workers as it helps them find jobs in private industry. Good and sufficient reasons dictate that minimum wages be paid to some workers who do not earn what they receive. Many handicapped people require extra training costs, not just because they are handicapped but because of lack of work experience and lack of any real conception of the requirements of a job. Some physical handicaps require long-term re-education of muscular skills. In workshops for the blind some of the work that is accepted can, with proper devices, be performed by blind people as efficiently as by sighted. Other types of work in the shops can be done by blind people but not as efficiently. The jobs are taken to provide work but the inefficiency due to the handicap itself is a legitimate charge against the shop and not against the contracting firm. The shop has to pay wages equal to those paid in industry for the same quality and quantity of work and the margin in price above these rates on some contracts could not carry the overhead even with the greatest efficiency.

### Conclusion

Contract work is of great value but a shop based exclusively on contract work has a certain instability. It does not have control of the flow of materials and cannot set production schedules in terms of its own best interests. The volume of contract work is subject to great variation due to general economic conditions, seasonal factors and the exigencies of the occasion.

Contracts provide a great deal of work and can provide more. They offer the possibility of considerable variety in work to accommodate

people of different abilities. Continual experience with this type of work gives promise of more machinery, increasing know-how, and perhaps the development of new ideas for products to supplement the traditional ones which now are the mainstay of most sheltered shops. If our shops were divided into a training section, therapeutic or opportunity section, and production section we might resolve what at times seems to be a conflict between the needs of the handicapped person and the pressure for efficient production.

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### CLASSES AT HOME

Electronic two-way radios are making classroom participation a reality for thousands of home and hospital-bound crippled children, according to an article in *The Crippled Child*. Through a portable radio unit, shut-in students can move from class to class hearing every recitation and taking part in daily discussions on the same basis as other students.

Radio education does not replace the home instructor. It supplements her work and because fewer visits are necessary one teacher serves more students.

In Iowa where approximately 1000 children have received all or part of their education via school-to-home equipment, the authors cite studies showing that "marked therapeutic values, mental stimulation and emotional release replace the former lethargy and sense of confinement." "The education of shut-in pupils in a manner which is much more complete and more economical is particularly significant in view of the growing recognition that education must parallel medical treatment of the handicapped individual. It is doubly important because of his limited vocational potentialities."

Arrangements for the installation of the school-to-home education system can be made through the local telephone company.

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Note: This plan which is being used in Iowa might be utilized by home teachers of the blind.



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BOOK REVIEWS

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The Adjustment of the Blind. By Hector Chevigny and Sydell Braverman. New Haven, Connecticut: Yale University Press. 523 pp. \$4.00

It will probably be a long time before circumstances will bring to the literature of blindness another author of the caliber of Hector Chevigny. He has the skill of the professional writer in marshalling facts and developing ideas. But more than that, he has the keen perception, the sense of humor and the understanding of human nature to make a lively approach to a subject usually treated with dullness and solemnity. The two contributions he has made within the past four years form a complementary pair.

*My Eyes Have a Cold Nose*, the earlier book, is the more readable, because of its highly personal touch, its sparkling style and its vigorous spirit of revolt. This book, which pictures a personality all snarled up in a baffling situation, gives the reader the feeling that things are under control and on the way toward falling into a consistent pattern. This is the Chevigny touch which is always going to be admired. It is likely that this autobiographical sketch will be imitated many times, and it is just as likely that it will never be equalled.

The later book, *The Adjustment of the Blind*, fulfills the promise of the first. In it, the author has extricated himself from the initial confusion, and is standing aside, evaluating the causes of the conflicts presented in the first account. Having tested for himself the peculiar social and emotional climate of "life under blindness", Chevigny has focused his attention upon the irrational element in the relationship between the blind and the

seeing which renders them incapable of dealing with each other realistically. The experiential reality of this relationship, and the insight which poses the problem are Chevigny's. The psychological background for the interpretation is that of the co-author, Sydell Braverman.

The source of the irrationality is sought in the mental attitudes of the blind and of the seeing on both the conscious and the unconscious levels, and its manifestations are presented in the history of the blind, in their vocational situation, in their educational problems, in their relations to the present organized efforts concerned with them, and in the problem of the blind individual's attempt to make himself a part of a coherent social pattern. The result of this collaborative effort is the most comprehensive and unified picture that has yet been presented of the position of the blind in the social world.

The answer which the authors have arrived at to bridge the gap between the blind and the seeing is functionally sound, and consists of two parts. The first theme developed is a philosophical and psychological explanation for the existence of the conflict. Whether the reader finds the explanation complete and satisfactory depends much upon his personal attitude. But every reader must grant that the authors have attempted to go further both culturally and scientifically in their searching than any other writer has gone thus far.

The second theme is the more practical one of the course the blind person must take to develop himself and preserve his integrity under the conditions which society places upon him. This is the problem of adjustment, and in its breakdown of the concept of ad-



justment lies one of the greatest contributions of the book. In place of this vague and ambiguous term, the authors substitute the concepts of reorganization and integration, developing the possibilities of the former in terms of adequate and sound training, and warning of the difficulty of the latter because of the facility with which society makes stereotyped blind people out of persons who have the potential to develop independence and individuality.

The book promises to have a long period of usefulness. It will be indispensable on the reference shelves of colleges and universities, and it should be a "must" on the list of required reading for social workers in nearly every field.

—THOMAS D. CUTSFORTH

This book is a notable contribution to our meager list of scholarly studies upon the nature of the blind man and his difficult position in society. With surprising insight Chevigny has developed theses proposed in his earlier book, *My Eyes Have a Cold Nose*, and elaborated his idea of a constant element in the environment of the blind to a stage where his views should be seriously considered by every person in any way connected with work in this field.

A wide reading of this book by the general public should produce a more wholesome attitude toward the blind and hasten the day when kindly but misguided philanthropy will give place to reasonable provision for scientific training which may be expected to prepare the blind to take their rightful place as contributing members of a democratic society. A careful study of the detailed criticisms and constructive suggestions offered, by all those concerned in administering the "system" which controls the fortunes of the blind in the United States, seems our obvious duty. Warren Bledsoe's remarks in his review of Chevigny's earlier book are equally apt for this volume. "In *My Eyes Have a Cold Nose*,

what Chevigny says about us in work for the blind is often not complimentary, but it is not necessary that we be complimented; rather that we understand and do our work skillfully. It will be a sin against the light if this book is not read, and carefully read, by workers in the field. It is safe to say that we will go forward, stand still, or regress by the manner in which we receive the offerings of an intelligence which is the keenest to advise us since Pierre Villey."

The repetition of most of the major criticisms expressed in the former volume, with greater emphasis and elaboration, seems to indicate that in the author's opinion not much progress has been made. Will *this* book be read, be thoughtfully considered without prejudice, and serve its constructive purpose? Will the increased use of psychoanalysis, supported by the cooperation of a clinical psychologist and the quotation of authorities in the field, gain for it wider acceptance and ensure greater effort to correct wrong attitudes and treatment of the blind? Or will many readers, both blind and seeing, shrug their shoulders and turn away from this very valuable book because they have not accepted Freudian explanations either of their personal lives or of social attitudes? This is a chance which any author takes when his own philosophy of life is so vivid that it shines through his presentation of facts and issues. It is sincerely to be hoped that this book may be a "best seller" in its special area.

This challenging book presents the dilemma of the blind man in modern society. Chevigny, losing his sight in the midst of a successful literary career, finds the mental reorganization of his daily life hindered rather than helped by the inadequate and mistaken rehabilitation offered by society, and his emotional adjustments blocked by prejudices and misconceptions which have crystalized into a stereotype which society attempts to force upon the blind as a group. Adjustment to the loss of vision is difficult, but with proper



help one may learn to dress himself, eat, read and write, move about and carry on many of the physical activities he formerly engaged in. But he has become a member of a minority group—the blind—and on every side he is impeded by the restrictions, limitations and cautions imposed by society. The historical section, showing the slow development of our treatment of the blind from mendicancy through the period of the asylum to present day attempts at integration (or “permission for the blind to take a position in regular society”) indicates the origin of many of the ideas now used as social pressures upon the blind. For the hidden bases of misguided public attitudes an explanation is sought through an excursion into “depth psychology.”

In chapter I the groundwork is laid for later development. Instead of inspirational literature intended to arouse the blind to superhuman efforts to overcome their handicap, let us have more of the modern trend toward specific training in just how to do the physical things demanded in life. Our ideas of adjustment need clarification. Just as a man who loses a leg must learn how to use his remaining musculature differently, so a man deprived of sight must make extra demands upon his other senses; and both may attain physical adjustment through the reorganization of their voluntary and involuntary sensory-motor controls. The common assumption that “personality” must be irreparably shattered by blindness and that daily frustration in action causes the welling up of emotion which results in unbearable internal conflict, may be tested by clinical studies of the blind themselves. The blind man’s major adjustment is the response he makes, whether submissive or aggressive, to ideas which form a constant element in his environment.

In chapter II we find a discussion of the meaning of sight—its importance in everyday life, its identification with understanding, perversions in its use and their explanation in Freudian terms, blinding as punishment,

popular superstitions about the evil eye, and the eye as an expressive organ—all contributing elements to common attitudes toward the blind.

Chapters III and IV contain a notable account of the history of the blind man’s struggle up from beggary, through institutional care in asylums, to the status of a free individual with rights and social opportunities.

Chapter V reviews the correction of two major fallacies concerning the sensory and perceptual life of the blind, through psychological experimentation: 1) sensory compensation is not a gift, but the product of learning; 2) facial vision depends mainly upon auditory cues. The darkness concept and the void concept are refuted by experience and logic, while the nature of the mental organization of the congenital blind is left as an unsolved mystery. The author’s radio experience furnishes an illuminating explanation of the visualization possible to the adventitiously blind.

In chapter VI popular notions of how one must feel if blind, and how the blind should be treated, are dissected through the help of psychoanalysis. “So sad is the state of the blind, so mournful their doom” represents a common opinion. Pity and kindness are studied, with illustrations from the actual experience of blind people; the infrequency of suicide is presented as evidence of adjustment to their “sad state”; the life of frustration and resentment imputed to the blind is explained as a projection by the seeing of their intense fear of a loss which they believe would sap the very foundations of their personality.

In chapter VII the authors show how our education of the child and treatment of the adult become the major factors in the production of the very characteristics which are generally assumed to be the inevitable results of blindness itself; describe mental mechanisms used by the blind to attain personal security and escape the imputation of inferi-



ority; cite evidence to prove that the blind are less inclined than the seeing to develop neuroses and psychoses; and present three case histories to illustrate the traditional and the psychiatric explanation of the reorganization of life attained after becoming blind.

Chapter VIII is a plea for better understanding and wiser treatment of the individual blinded in adult life. "The diagnostic ineptitude" of the personnel of agencies is dramatically illustrated by a striking case; that "eye surgeons are generally the worst psychologists of the entire profession" is supported by their failure to realize that one can adjust to blindness only when told the truth promptly and that a period of protracted anxiety and false hope are far worse than the fancied danger of shock; that fear of injury is imposed as an inhibiting influence by the public, just as fear of pain in childbirth becomes a contributing cause; that free practice with objects teaches the blinded adult to hit them lightly, while muscle memory assists him in coordinating his movements; that the systems of specific training developed in army hospitals, at Avon and at the Seeing Eye school, should be available all over the country so that all blind adults may attain their maximum in pace, posture and orientation.

In chapter IX the authors discuss from various angles the problem of the segregation versus the integration of the blind in society. The history of various agencies, the external and internal struggles resulting from opposed ideas, the influence of national prosperity or depression, the attitudes of the blind toward their regimentation, the theory and practices of the sheltered workshop, and the possibility of the rehabilitation of the blind along with those in other handicapped groups are reviewed with penetrating analysis. The "bill of rights of the blind" formulated at the 1949 Oxford conference is cited to show what the blind want. "Their own communities? No, the blind did not ask for them."

—SAMUEL P. HAYES

## SERVICE TO THE BLIND

The Library (of Congress) has been engaged since 1931, after previous experience (the first of its kind) beginning in 1897, in the procurement and distribution of literature for the blind at a total cost up to the end of the year of \$6,489,000. During fiscal 1949, there were purchased and placed in the twenty-six distributing libraries cooperating in the circulation of books for the blind 220 publications embossed in braille, with an edition total of 65,540 volumes, and 150 "talking books" (sound transcriptions) in an edition total of 17,037 containers. Since the first Federal appropriation for the purpose, the Library has since 1931 distributed 3,191 books in braille, comprising 834,970 volumes and issues; 294 books in Moon type, comprising 51,826 volumes and issues; and 1,530 talking books in 178,029 containers. The Library is also the owner of 47,100 specially constructed talking book machines, which are lent to blind readers through fifty-five agencies in the forty-eight states, Alaska, the District of Columbia, Hawaii, Puerto Rico and the Virgin Islands.

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Administrators, counselors and students will be interested in a new book, "Scholarships, Fellowships and Loans," by S. Norman Feingold, issued by Bellman Publishing Company, 83 Newbury Street, Boston 16, Mass. This contains information on hundreds of grants not usually found in school catalogs. Every write-up includes name and address of administering agency, qualifications, funds available, special fields of interest, additional information and to whom to apply.

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The Bavarian government is building a village at Cherlauten, Germany, with 150 to 250 homes, a church, a braille library—all at a cost of about \$2,000,000, for blind veterans of World War II. It will be known as Braille Town.



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## THE SUGGESTION BOX

*By the Special Services Department*

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**ALUMINUM SAW GUIDE.** This device has been developed to meet the needs of those who found the Miterite Saw Guide too inaccurate for fine work. The Miterite Saw Guide is essentially a saw holder or positioner. The present device is more what the name implies—a saw guide. The operator does the sawing, the guide simply lets him know when he is getting off the line. The problem is to describe it.

Imagine two lengths of aluminum angle ( $\frac{1}{2}$  inch by  $\frac{1}{2}$  inch) bolted together with spaces to leave an 18-inch slot, slightly over  $\frac{1}{8}$  inch wide. Approximately twelve inches from the front another length of angle is bolted to the under side of the left side of the slot, extending out for a little over twelve inches. An additional short length of angle extends from this, diagonally back to the end of the slot. This diagonal has two holes which may be anchored by a bolt at the back to secure 45 degree or 90 degree cross cuts. The slot covers the board being cut by a length of about twelve inches.

Assuming a straight cross cut, the slot is set up at 90 degrees. After the cut has been located and started without the guide, it is set over the notched beginning of the cut, and the saw is set through the slot beyond the board. The notch is located with the saw teeth and sawing proceeds in a normal way. The moment the saw turns to one side or is tilted, it can be heard hitting the aluminum walls of the slot. Being soft, the aluminum does not damage the saw. Obviously, though, it will take practice to learn to saw without damage to the aluminum. A model, however, has been under test by a blind cabinet maker

for over a year, and the slot has not yet needed replacement.

An additional rip fence and rip fence support attachment adapts the Aluminum Saw Guide for ripping. The support attachment is a length of aluminum angle which can be attached beneath the left side of the slot at the front. The rip fence itself is a length of wood, scored to slide under the extending angles. Bolts at the side of the scores clamp washers down on top of the angles as they pass through the scores. The fence is adjusted at the desired distance from the saw slot parallel to the slot. Should it be required to set the fence closer than  $6\frac{1}{4}$  inches, the rear reinforcing bar must be unscrewed and slid away from the fence.

It must be emphasized that the Aluminum Saw Guide does not hold or direct the saw; it merely informs the operator when the saw is getting out of line. It is not for the unskilled person who has occasion only to do a few sawing operations from time to time (for him the Miterite Saw Guide is probably better), but for the craftsman who is experienced at handling a saw and who has occasion to work where power tools are not available or practicable. Postpaid, \$1.75.

**NEW GAUGE BLOCKS.** The response to a recent announcement in this column of a set of gauge blocks suggested by the Texas Commission for the Blind was so great that it was decided to offer sets of finished blocks. However, the original dimensions were altered in such a way as to provide measurements by sixteenths to three inches and to have all dimensions additive. The blocks measure as follows: 1 inch by  $\frac{1}{2}$  inch by  $\frac{1}{8}$  inch milled



to  $1/16$  inch across the  $3/4$  inch width for  $7/16$  inch; 2 inches by  $3/4$  inch by  $3/8$  inch milled to  $3/16$  inch across the  $3/4$  inch width for  $7/8$  inch; and 3 inches by  $1\frac{1}{2}$  by  $1/4$  inch milled to  $1/8$  inch across the  $1\frac{1}{2}$  inch width for  $1\frac{1}{4}$  inch. Samples which were measured varied by less than .004 inch in any dimension. The blocks are made of cold rolled steel, treated to reduce rusting. Total weight is a little over 6 ounces. Postpaid.....\$2.25.

**NEW AP5 MACHINE.** The latest model of embossing recorder is now being delivered. This machine, similar in appearance to the earlier machines, makes only the Sound-Scriber type of recording on  $5\frac{7}{8}$  inch, thin plastic discs, but the quality of recording has been improved to the point where such discs give satisfactorily faithful results for music as well as speech. When the proper needles are used, the machine will play all types of records except those recorded at 45 revolutions per minute. A special stop has been installed so that the stylus may be accurately set down with great ease to insure the maximum recording time (approximately 15 minutes per side) and the stop signal starts to sound at about a minute from the end. The price of the AP5 recorder is \$125.00, f.o.b., N. Y.

**ONE-HAND ROLLING PIN.** It is hoped that this rolling pin will greatly increase the pie-making interest of a great many housewives, for it certainly simplifies the rolling of the crusts. With it, one hand can keep tab on the shape of the dough, while the other rolls it out.

A series of plastic rollers is mounted in a plastic ring which has a handle extending over the top from one side to the other. The rollers are lightly floured and the dough is gradually flattened by patting motions. As it grows thinner, the rollers are moved from side to side, giving excellent control of direction of flow of the dough. Users have been enthusiastic about the ease with which this rolling pin can be used, and at least one blind housewife who hated pie making is now relaxed at the job. Washes easily. \$1.35.

**FIRE EXTINGUISHER.** Fire extinguishers are rarely wanted until they are needed. Lately, however, they have gotten to be so inexpensive that anyone is foolish not to have this kind of protection. Sears Roebuck, indeed, lists under Catalog No. 28 D 7975, a beer can type of carbon tetrachloride fire extinguisher for 95¢ plus postage on 1 lb., 4 ounces. This department, however, has been asked from time to time for a better quality extinguisher and has selected the "Tetco", which has a single use carbon dioxide and carbon tetrachloride charge. The container is of heavy gauge steel coated with tomato red enamel. A wall bracket is provided for mounting. The extinguisher is discharged by pulling up on a ring on the top. Once it has been turned on it cannot be turned off till the entire charge has been spent. Since it contains only one pint of fluid, this model is not approved by the underwriters, who feel that such a charge is not adequate for fires of any real size. Since it shoots a fifteen foot stream, however, it is adequate for small fires, such as sometimes occur when grease catches fire. The carbon tetrachloride will not damage fabrics. Measures  $2\frac{5}{8}$  by 7 inches and weighs 2 pounds, 6 ounces. Postpaid.....\$2.25.

**BEAM-ALARM CLOCK.** For deaf-blind people who wish a less expensive alarm clock than the Selecto-Switch-Vibrator combination, the Beam-Alarm Clock offers an adequate substitute. The vibrator may be plugged into this clock and at the desired rising time the vibrator is set off in brief pulses. The dial is not brailled, but the switch knob and the alarm set knob are at 9 and 3 o'clock respectively, so that the clock may be read with reasonable accuracy. Unless sighted help is enlisted, the only way to set the alarm is by turning the hour and minute hands to the rising time and then turning the alarm knob till the buzzer goes on. This clock is housed in an ivory-colored plastic case measuring  $4\frac{3}{8}$  inches wide, 5 inches high, and  $2\frac{1}{2}$  inches deep. Numerals are ivory on a black metal bezel.



Operates only on 60-cycle, 115-volt alternating current. Postpaid .....\$7.00.

**TUCK-AWAY STYLUS.** Mr. Frederick M. Sigafos, teacher at the Overbrook School for the Blind has designed a new braille stylus which is being assembled by students of the school and is being sold by this department. In appearance it resembles the standard braille stylus, but the tip may be unscrewed and inserted into the aluminum handle in which position it can be screwed in to secure it. The handle is enamelled red for comfort and for easier location by partially sighted users. It is hoped that this new stylus will increase the pocket life of braillists who carry slates. The price is 35¢ each, postpaid.

**BALLERINA JR. BALL POINT PENS.** This announcement probably reaches the bottom on ball-point pen prices. These pens resemble a lead pencil in appearance, and are closed by slipping a lead pencil pocket guard over the point. They last as long as more expensive models and are intended to be thrown away when they run dry. They should make a good item for certain stand operators, since the price quoted here is below what they cost from jobbers. Per dozen, postpaid .....\$1.20.

**CAPPETTES.** Poultry raisers who wish to raise capons will be interested in a synthetic hormone, diethylstilbestrol, which, when implanted under the skin of the bird at the base of the skull retards all male activity for a period of six to eight weeks. The hormone is supplied in pellet form together with an implanter which harmlessly inserts the pellet so that there is no danger of killing the bird, as in the case of desexing, and also avoids the "set back" that follows surgical caponizing. Cappettes are used not only to "caponize" chickens but also are used on older birds to tenderize the meat and to "finish off" turkeys more rapidly with a better appearing grade of meat. They are distributed by Hilltop Laboratories, 718 N. Washington Avenue, Minneapolis 1, Minnesota. They sell at \$3.00 per hundred pellets and the implanter costs

\$2.00. They were called to the attention of this department by the agricultural specialist of the New Jersey Commission for the Blind who showed some very handsome seven and eight pound birds.

**FOLDING CANE.** The Colrod Company announces a folding white cane which may answer the problem for a lot of people in states where white cane legislation exists. It comes in four sections which are held together by rubber surgical tubing. The tubing has enough stretch to permit the sections to be pulled out of each other and folded. The ferrule is a screw head and is replaceable. The top terminates in a knob which the inventor snaps to get a useful sound for echoes as an aid in traveling. The cane, which is aluminum, is coated with white baked-on enamel and has a red tip at the bottom. It comes in 33, 37, and 41 inch lengths weighing  $3\frac{1}{4}$ ,  $3\frac{1}{2}$ , and  $3\frac{3}{4}$  ounces, respectively. The corresponding folded lengths are 9, 10, and 11 inches. There is a slight amount of play when the cane is opened, but the inventor says that this has not increased on the hundreds of canes which have been in use for the past two years. The price is \$3.00 postpaid and orders should be sent directly to Colrod, Box 811, Chicago 90, Illinois.

**STATIONERY.** The A. B. A. Bridge Service can now supply typewriter paper for resale. All prices are given without shipping charges. Postage should be added to the base price. Size is  $8\frac{1}{2}$  by 11, and price covers 500 sheets per box:

Trafalgar, 20 lb. white, sells for \$1.59 and costs \$1.07 plus postage on 6 lb. Quality bond (hinge top box), 16 lb. white, sells for \$1.95 and costs \$1.30 plus postage on 5 lb. Quality bond, 20 lb. white, sells for \$2.25 and costs \$1.50 plus postage on 6 lb. Trojan bond, in packets, 25% rag content, 100 sheets to the packet, boxed 5 to the box, sells for \$3.25 and costs \$2.17 plus postage on 7 lb. The Service also offers other paper. Address: 160 E 105 Street, New York 29, N. Y.



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# OUTLOOK *for the* BLIND

## *and* THE TEACHERS FORUM

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### "A DECLARATION OF INDEPENDENCE BY THE BLIND"

JACOBUS TENBROEK, S. J. D.

WE, THE BLIND, have reached a moment in history. We stand on the threshold of a new era. What we make of it is up to us. There is motion in the world—the vital motion of profound change. As in the past man moved from primitive to social society, from the stone age to the steel age; man today is moving into the atomic age. This profound change is affecting all phases of society; its economy, its politics, its sociology. And, just as history is the record of man's events, so does man in his life make the events of history. Thus does change become what we make of it.

This past week recorded the anniversary of our great nation's struggle for independence. We, the blind, are today at the moment of our declaration of independence. Society will no longer permit us—even if we ourselves would

choose so to do—to endure a subordinate and inferior, if not a colonial status. National independence in the modern world is not a matter of sovereign isolation, irresponsible self-sufficiency or unfettered action. It implies escape from private control to public control—integration into the international community with all its rights and responsibilities. So with the blind! Our declaration of independence is not a statement that we wish to become hermits or that we seek unsocial isolation. Exactly the opposite. Our declaration of independence is a claim to the same realm of personal choice and individual judgment as is the right of all other citizens. Our declaration of independence suggests release from unsocial isolation into social participation. Our declaration of independence implies nothing so much as the desire for full integration into the life of the community. Primitive society regarded the blind and otherwise handicapped as liabilities and left them to

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The above speech was delivered by Dr. Jacobus tenBroek, president of the National Federation of the Blind, at the banquet held in connection with the annual convention of that organization in Chicago, July, 1950.



extinction. Even among the Greeks this was the belief and the practice. In a later age of humanitarianism, the blind, though still considered an unmixed social liability, were granted the right to live and to be protected. In this system of ward benevolence, there emerged a number of outstanding blind individuals to prove the blind capable of high attainment. These were the pioneers of the new era in the moment of which we now stand. This is the era of the integration of the blind into society as full-fledged members, economically, socially and ideologically.

This new era, this full membership of the blind in their communities, is far from completely arrived. Rather might it be described as an ideal, but one sufficiently tested to have proved its ultimate realizability. Many vestiges of the earlier conceptions remain, overlapping in an era where they have no place. It is far from universally conceded, for instance, that the blind are or may be social assets—or at least as much so as other people—rather than liabilities. There is still much of the protective and the custodial in society's treatment of the blind. In unhappy measure the general public still thinks of blindness as helplessness. We must break these chains of earnest pity that fetter us. We must overthrow the tyranny of kindness that blights our spirit and suffocates our initiative. We must relegate to the past these outmoded conceptions and all that they imply.

The National Federation of the Blind was organized to achieve security, equality and opportunity for the blind men and women of this country through an active program of mutual assistance, public education and legislative reform. Reduced to simplest terms, this is the organized demand of the blind for acceptance, not toleration; for brotherhood, not patronage; for access to the normal means of earning a livelihood, not charity; for equality of opportunity, not benevolent protection.

In this year of grace nineteen hundred and

fifty, at this banquet tonight, we are celebrating the completion of ten years of existence of the National Federation of the Blind. A decade is not a long time in the history of an important cause. But it is a suitable span in which to judge our work, to test the progress made towards our goals.

Without itemizing the long list of specific legislative successes in the fields of social security, rehabilitation and placement of the blind and in the civil service, and without detailing the story of such other activities as White Cane Week and our own Opportunities Program, some overall conclusions might justifiably be stated. Since the founding of the National Federation ten years ago and because of it, the blind of the nation have gained a new position. No longer are the masses of disorganized blind men and women ignominiously ignored by public educational, welfare and rehabilitation agencies. No longer are they the easy prey of private charities, the unresisting objects of domination and manipulation by agencies ostensibly serving the blind and the submissive victims of political demagogues who would serve their own interests by exploiting the public's good will towards the blind. Since the National Federation came into existence, average payments to recipients of public assistance have more than doubled. The number of blind persons successfully rehabilitated and placed in remunerative employment has increased by more than two thousand per cent. The door to employment in the public service has been wedged open. A substantially greater number of blind students have been graduated from institutions of higher learning, professional colleges and trade schools. A measurable improvement in the public's understanding of the blind and their problems has occurred. In all of these areas our role has been considerable; in some determinative.

Our society, the American society in which we live, is more than merely organized society. It is a society of organization. The blind



have seen this pattern and have adjusted their methods to it. They too have organized—not as far and as fast as was to be hoped—but substantially nevertheless. They have created the National Federation of the Blind, a unified organization of state affiliates and individual memberships which extends into every state of the continental United States. Through it the blind themselves have taken a firm hand in guiding their own destinies. In founding the National Federation of the Blind, the blind found themselves.

So much for looking backwards. The end of a decade, too, is an appropriate time to look forward. Great as is the progress which has been made, it is a mere fraction of what is needed. I said at the outset that the blind have reached a moment in history; that the moment in which we now stand is the moment of a new era of the full participation of the blind in society. In the decade that lies ahead and in the indefinite future beyond that, our responsibility will be to undertake the fundamental task of adjusting all programs for the blind to the characteristics of that new era. This will involve a difficult job of analysis and creative application. The making of that analysis and application is the challenge that now confronts us.

Without presuming to supply final analysis or to pursue the analysis in detail, certain basic propositions come quickly to mind. They are these: 1. Integration into the economic life of the community is the forerunner and open sesame to all forms of community integration. Without it most men cannot utilize their capacities, develop their potentialities, or contribute to group progress. Without a job or a profession, most men will never become full and equal members of society. The new era of integration, accordingly, above all else, implies opportunity in the traditional American sense. 2. If this is true, then a sweeping new approach and a basic shift in emphasis is necessitated in practically all work for the blind. The charity approach, the custodial

approach, the protective approach, the sheltered approach, even the humanitarian approach—all must give way to the new social approach centered around opportunity. This does not mean that the aged blind or those with other disabling defects should be abandoned. We must continue and intensify our struggle to see that they are supplied ever more adequately with the necessities of life generously understood and administered. It does mean, however, that even those programs which are primarily designed to relieve the distress of poverty and provide a basic security must be reevaluated and adjusted to the idea of opportunity. It does mean, moreover, that a new vigor and imagination must be infused into programs whose sole object is opportunity and many new programs devoted exclusively to that purpose must be created. 3. In the field of public assistance and social welfare, the new approach requires that every encouragement and the highest premiums be placed on the effort of recipients to get themselves off the relief rolls. It means that social legislation must cease to act on the degrading and false presumption that blind people are necessarily paupers, are necessarily incapable of deciding how they want to live their lives and are therefore wards of society released into the custody of the social worker. All of the devices of control and inhibition—such as the means test and individual need individually determined—which are built upon the foundation of that presumption must be abolished. Unfettered discretion and final judgment must be left to the recipient of public assistance as to how he shall spend his grant, where and how he shall live and what he shall do with his time and his future. Liberal exempt earnings and other income, generous provisions with respect to the ownership of property, especially readily negotiable personal property, of the relaxation of restrictions on savings and accumulation of investible capital must be the hallmarks of the new era in the field of public assistance. 4. In the



field of vocational rehabilitation and placement, even greater changes are demanded by the new approach. Without derogating in the slightest the tremendous progress already made, it yet must be obvious to all that the rehabilitation and placement work has proceeded with mincing step and groping tentativeness. If opportunity is the touchstone, then rehabilitation and placement must become a focal point of thought and effort. As it exists now, it must be improved; and many new features must be added.

The whole process of rehabilitation and placement must begin much earlier, must be carried on more effectively, and must be substantially broadened. The seven to ten year lag presently existing between onset of blindness and the time a blind person becomes known to the rehabilitation agency must be cut to as many months or less. Only thus can hopelessness, defeatism and physical disuse be prevented from taking their terrible toll. Moreover, this can be done by a vigorous program of case finding, based on active search by the rehabilitation agencies, rather than passive and frequently almost inert waiting for clients, on active solicitation of doctors and hospitals, and on activating public knowledge and awareness of the service needed and available.

Once the newly blinded person is found, orientation and adjustment resources must be utilized immediately. This is not the work of sighted people, however well intentioned and well trained they may be. Nor is it the work of persons who have no other virtue than their blindness. It is the work of persons who are themselves blind and who are in addition well adjusted and independently successful. The intimate personal, physical and psychological reorientation of the newly blinded is best brought about by the impact not of precept but of example, not of doctrine but of personality. It is not a part of guidance and counseling which, as presently

conceived, is limited to the attempted detection of occupational aptitude.

Once the newly blinded person is discovered and an initial adjustment made, the next step in the total process of rehabilitation and placement should be the providing of training—training of any and every sort—to restore abilities, develop skills and release productive capacities. Such training again should take place preferably under the tutelage of qualified and experienced blind persons, unless it is of academic character when it should be taken in the regular schools and colleges. It should be under the control of the rehabilitation and placement agencies and never should be carried on in connection with sheltered shops. Such training together with guidance and counseling should be designed to help the recipient succeed in his interests as he determines them to be. Above all, it should not be strait-jacketed to any stereotype of blind occupations which the rehabilitation agencies might form.

In all of this the ultimate objective of placement in remunerative occupations and self-sustaining professions should not be lost sight of. Here again many more qualified blind placement officers must be hired, the country over, if this program is to succeed on a new and hitherto undreamed-of scale. Halting and scattered placement by the slow and arduous method of approaching employers on an *ad hoc* and individual basis should be discarded in favor of the systematic mobilization of employer groups and labor unions in the community. The potential of this technique is great but only if the organized blind in the community are willing to contribute active leadership. Thus and thus alone will the integration of the new era occur.<sup>5</sup> In miscellaneous other programs, the demands of the new approach are equally clear. We must fight as we never have before to remove all bars to employment, public and private, which are erected out of prejudice, mis-



understanding and just plain unwillingness to recognize facts. We must seek to establish credit facilities for those without collateral who desire to enter independent enterprise or who must have a supplement to rehabilitation funds currently available in order to get started. Money for readers and scholarships must be more generously available.

On all fronts and in all ways, we must throw our energy behind efforts to make the public aware of the implications of the new era for the blind; to blot out of the public mind the centuries-old conception of the blind as helpless, pitiable social liabilities; to substitute therefor an awareness that blindness is lack of sight, not ability; and to make it possible with this new awareness for blind people to help themselves become self-supporting and in every sense full members of the communities in which they live.

In a material sense this program of opportunities, this demand for adjustment to the new era can be justified in dollars and cents.

A short period of expenditure for the liberation or restoration of productive capacity is far cheaper than a lifetime of public assistance payments.

But while it may readily be justified in financial terms alone, full membership in society on the part of the blind cannot thus be evaluated. No financial accounting can ever tabulate the personal rewards of recovered confidence and new-found independence, or the social dividends acquired in the fuller utilization of man power and the liberation of creative and productive capacity. Statistics convey little of the contribution in terms of citizen morale, community health and national well-being; nor do they suggest the greatest single argument in defense of our full community membership, which is that it restores to thousands of Americans every year their unalienable right to normal livelihood and normal life.

This then is our declaration of independence.

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## VISION THROUGH FORM

JON SCHUELER

When a man looks into the heart of an artist through comprehension of the artist's work, he often finds himself confronted with new worlds to explore, or with new means to obtain an understanding of himself.

The revelation of complex and sensitive beings in the New York showing of sculpture by visually handicapped people suggests an

area of experience which can open new doors to artists and laymen, educators and students. Many, groping for a touchstone by which to more intimately understand themselves and their own relationships with their environment, will find a hint, a suggestion, or a sympathetic vibration in the forcefully modelled self portraits which dominate the show, or perhaps in the more delicate impact of the freely worked dolls and animals or the carefully formed fruit.

This exhibit was brought to New York by the American Foundation for the Blind after it had received high praise on the basis of

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Mr. Jon R. Schueler, of Sausalito, California, is a professional writer. He became interested in the creative ability of the blind through his acquaintance with Miss Jeanne Kewell, who introduced the sculpturing technique to San Francisco's visually handicapped persons. Other reports by Mr. Schueler on this subject will be appearing in popular magazines.



its artistic merit from artists and critics at a previous San Francisco showing. It is made up of work by eleven persons who studied in a class conceived and conducted by Jeanne Kewell of the California School of Fine Arts and the San Francisco Center for the Blind.

For each of the students, chosen without regard to talent, artistic leanings, cleverness, or the like, this was the first attempt at sculpture of any kind. From the initial mixing of the clay with the grog, to the hollowing out of the models before firing, the artists themselves did all of the work, giving meaning to the form and substance as they evolved their own sense of purpose and responsibility. Instruction was limited to touching off the spark of enthusiasm which was bound to grow as the artist felt the freedom of creative effort.

In turn, the instructor was stimulated by the students. From observing the development of the artists, talking with them, learning of their attitudes and feelings, Miss Kewell began to sense the implications suggested by their activity.

The experience of these artists suggests that the visually handicapped sculptor has a number of advantages over the sighted one. Not only has he developed a more highly refined tactile awareness (perhaps the essence of the physical side of sculptural activity) with which to give form to what is possibly a more acutely sensitized inner world, but he has less of a temptation to work with purely surface, visual appeal. In the portraits, the artists were not just attempting surface representations of themselves, but were actually feeling and experiencing something about their own inner beings which became the essence of the sculptural statements.

Even those with partial vision removed their glasses when they worked. Rather than using their limited vision with difficulty, they relied on their non-visual powers of perception to give their work full form significance.

It is true of man, made up as he is of a complexity of strong and weak characteristics, that he must orient himself toward activities which will use his strong points to advantage, thus increasing his sense of potency and stature. Unlike many activities with which the blind are associated, sculpture frees the worker from dependence on the sighted person, and enables him to utilize the particular talents and abilities which give him his advantage.

Moreover, the very existence of blindness demands a complex tactile awareness of environment. The blind student, particularly if he would be taught sculpture from an early age in the blind schools, would be in immediate contact with forms which, in their interrelationships, make up his non-visual world. With such knowledge would come security, and with security a sense of emotional independence.

The experience of the exhibiting artists and the evidence of this show suggest that many forms of sculpture are open to the blind. If approached in a creative way, profitable exploration might be made with such media as soft stone, plastics, wire, sheet metal, and new materials the sculptors might discover for themselves. Whether the artist is working from life or imagination, he will find that there are many and varied materials which will give in to the spirit behind the hand.

It is possible that this exhibit, as it demonstrates the relation of the visually handicapped sculptor to his work, can unhook many a man from the horns of a creative dilemma. Actually, the *creating* of a plastic work of art need not be a visual process at all. Perhaps it is only the *seeing* of the finished piece that is a visual experience. Creating the work is in fact an inner experience somehow given form in external materials, and to the creator, whether blind or sighted, it is this experience which is dynamic and which incidentally gives dynamic qualities to his work.



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## GROUP DYNAMICS

A NEW APPROACH TO INSTRUCTION AND ITS PRACTICABILITY  
IN THE EDUCATION OF THE BLIND

ELINOR H. LONG AND MAE DAVIDOW

FIFTY YEARS AGO, in the era of the traditional school, the achievement of boys and girls was measured in terms of whether or not they had thoroughly memorized the innumerable quantity of facts that had been presented to them in the course of their school careers. There was no such thing in those days as guidance. When the children entered secondary school they chose the academic curriculum if their parents could afford to send them to college, or the commercial curriculum if their interests lay in that area, or else dropped into a general course if they did not expect to graduate or if they did not know what else to take. Many of them left school as soon as they were of an age to work. There was little to hold them in schools where they were required only to repeat in parrot-like fashion the facts of the subject matter which they were studying, and no one seemed to care if they dropped out of school entirely. The contents of the curricula were fixed and inflexible and followed in the tradition of an earlier generation. It was believed that if the children thoroughly memorized facts, their behavior and attitudes would fall into an acceptable pattern, and if they memorized procedures, they would develop skills for work performance. Psychologists have since discovered that there is little correlation be-

tween exposure to a verbal presentation of a theory of acceptable behavior and the displaying of acceptable conduct (1). Furthermore, since the curve of forgetting is approximately 67% in forty-eight hours, it is doubtful whether the amount of knowledge retained from this memorization process was great enough to warrant such emphasis on instructional technique (2).

Twenty years ago "progressive education" was asserting itself in nearly all parts of the country, rebelling against the traditional methods which emphasized strictly factual knowledge and introducing a new concept of "individual development." A special administration known as the guidance department was established in the schools for measuring, recording, and interpreting the interests and abilities of the students through personal interviews, testing programs of all sorts, and other devices. Each student was counseled in the selection of a plausible and practicable vocation and guided into the curriculum which best suited his interests, aptitudes, emotional adjustability, and economic status. The curricula offered by the schools were broadened through a system of electives, many of which were new areas of instruction, introduced to satisfy the demands of contemporary society. Within the courses of instruction all kinds of techniques were experimented with, as, for example, the plans which encouraged the student to work as an individual, performing as much work as he cared to complete and in as much time as he cared to spend. The "pro-

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Miss Mae Davidow, a teacher at the Overbrook School for the Blind, conducted the experimental work described in the article.



gressive" schools recognized the important role played by motivation in the learning process, and thus made great effort to enrich the courses of instruction through the use of project techniques, visual aids, field trips, and the like. Class situations were made less formal through the encouragement of student participation, especially in discussion groups. Extra-curricular programs were introduced or made more extensive and every student in the school was generally expected to become a member of a club. Obviously this "individual" approach to education was an outgrowth of a change in philosophy, of a re-evaluation of the purposes of education. The "progressivists" aimed at developing "the whole child." They recognized that the human organism is capable of much more than memorization and that superior factual knowledge does not presuppose an individual's vocational or social success.

We can be grateful to the "progressivists" for many of their contributions, but, as we are gradually beginning to realize, the pendulum has swung too far to the left. We seem to have given many of our young people the impression that it is the individual alone who counts, whose desires must be satisfied (3). To them apparently a democracy is a form of government which permits individuals to have their own way—regardless of how other people are affected. But society operates upon a restricted type of freedom in order to protect the rights of all its members. The strictly egocentric individualist cannot possibly exist in such a society or chaos will result (4). During the rise of Nazism and Fascism we saw manifold examples of what can happen when an individual attempts to satisfy his own personal ambition. Conversely we also witnessed the defeat of individualism by the superior cooperative strength of the allied nations. A democratic society, therefore, functions most effectively when it comprises individuals working together toward the same goal, with each person actively con-

tributing something, however small, toward the common effort. Democracy is a give-and-take proposition. Its success will be proportionate to the percentage of those participating in a common endeavor. Those who do not participate are actually cheating their fellows of contributions which could be valuable.

The role which education must play in a democratic society is that of training children to become active cooperative contributors (5). We have enough "talk democrats" and "consent democrats," but we need more "work democrats," (6) who will be able to make decisions on the basis of data accumulated, who will work together in the solution of common problems, and who will accept and discharge responsibility. These are the kind of citizens we must build if we are to insure the durability of our American way of life.

We have already discussed the weaknesses in technique of both "traditional" and "progressive" education. If society demands that our schools produce cooperative individuals, then we must create learning situations which require cooperation. If society demands active participation in a group project, then we educators must provide group projects for our students where each one is motivated to contribute. If people are to act in a certain way, they must be made to feel a need for that behavior and be given the opportunity to express themselves acceptably in a situation that is as near life-like as possible. We cannot expect an individual who has been encouraged to rely entirely upon his own resources to respond favorably to a situation in which there is interdependence between members of the group (7). Therefore, modern educators have recently begun to experiment with group dynamics as a more logical approach to changing behavior.

Let us examine the educational values of 1) making decisions based on facts, data, or information; 2) working together in the solution of common problems; and 3) accepting and discharging responsibility (8). Certainly



the first of these skills can be developed through the individualized or scientific method, but thereby educators are failing to teach the additional values of working with others in the solution of problems, and of doing something together for the benefit of the group as a whole. It is chiefly in the other two areas that we have failed thus far to achieve the desired results, simply because we have not approached these problems from the group standpoint. We can teach the child to make decisions from data and at the same time create a setting where he will need to work with others in the attainment of these decisions. If we use this process over a long period of time and apply it in all the instructional areas, the behavior we wish to encourage will be the by-product of the learning.

The process of problem-solving in the application of group dynamics is an outgrowth of the Gestalt or organismic theory of psychology, which asserts that learning occurs as a result of the organism's attempt to satisfy his needs, urges or drives within a complex environment. These are by no means stable factors but change as the situation varies. However, through careful analysis we can concede that our general behavior is modified by certain basic needs. The first are organic—i.e., related to the physical structure of the organism itself—and include food, sex, adjustment to metabolism, and so on. The second are in the area of self—the need to belong, to be accepted by a group. This we call status. The third are social—the organism needs to extend his status toward others. Each organism has these basic drives to satisfy, but because of individual differences no one organism will work in exactly the same way for the same satisfactions (9). The goals of education are necessarily sociological, since we are training individuals to take their place in society. Consequently we must concern ourselves chiefly with the social needs of our children (10).

In the satisfying of any of these basic needs, the organism becomes confronted with a series of problems or obstacles which must be resolved before his goal can be attained. Learning takes place in the solution of problems, and if they can be solved cooperatively, we are working toward several of the objectives of education at the same time. In cooperative problem-solving, research has shown that the group working together must be of small size, it must consist of individuals who are interested in the same phase of a given problem and who bring with them a variety of skills and experiences, and it must be compatible (11). The teacher who is applying the theory of group dynamics to her classroom situation has at her disposal a very simple measuring technique for helping her to determine which students would work together best toward the solution of a determined problem. This is known as sociometric testing, and involves analysis of interpersonal relationships which exist at a given time among members of a given group. Once the teacher has assigned the students to the subgroups in which they are to work, her role is "situation management." She must guide them toward the solution of the main problem (12). The classroom then becomes a workshop in which a democratic atmosphere prevails. Each subgroup retires to a different section of the room, arranging their seats so as to permit better interaction amongst themselves. They then discuss the information which they have (or which can be acquired) and decide upon a plan of action which will lead to a plausible solution of the total problem. Within every subgroup there is ample opportunity for each individual to contribute his ideas and skills and to practice leadership, as well as to make decisions based on data, work with others, and assume and discharge responsibility (13).

In this group dynamics approach, contrary to the philosophy of the "progressivists," the teacher must never lose control of the stu-



dents, despite the fact that they are organized into subgroups or committees. For in the modification of behavior the teacher is the leading change agent. Her method of presenting the material to the class is very important. If she is autocratic and tells the children what to do and how and when to do it, or when not to, they tend to become more and more submissive and less and less able to think for themselves. In the extreme, concurrent aggression may develop on the part of the children and there may be out-and-out rebellion. If on the other hand the teacher employs *laissez faire*, permitting the class to do what they please, children tend to become hostile to each other. Some become listless and others withdraw completely within themselves, thereby creating an autocratic atmosphere dominated by the leading bully of the group. In a democratic atmosphere, however, where an adult authority sets up the pattern, but where the general plans were formulated by all, there is much less aggression among the members, much more planning and working together. The children benefit from making decisions themselves on the basis of data and from working with each other in groups, and they are more likely to fulfill the responsibilities which they agree to accept.

Educators of the blind are generally slow to accept changes in educational philosophy. Perhaps they have an excuse in that experimentation involving the change of textbooks and the acquisition of special equipment is costly. Therefore, they continue on with older methods until the public schools have ceased to experiment along a particular line and have accepted new techniques as valuable for educational procedure. Unfortunately, however, by the time schools for the blind have revised their policies, the public schools are still one jump ahead of them, introducing still newer methods and techniques. Logically, of course, this criticism is more valid for the residential schools than for the day classes

for the blind located in the public schools where experiments are constantly being carried on.

We are not suggesting changes in the courses of study themselves, however. None of the textbooks now in use will need to be replaced; no new equipment will have to be purchased for the schools. We are simply recommending a new methodology of instruction, which can be applied to any curricula. The group approach described in the preceding pages of this paper could be used easily in classes for blind children. The very size of the groups—seldom above fifteen students, and more frequently eight or ten—lends itself to the effectiveness of this technique. Among the student body, especially in residential schools where the children not only attend classes together but live together as well, cooperative activities are already a common practice. Furthermore, teachers of the blind are generally at an earlier stage of the child's development alerted to the implications which his handicap may have in relation to his eventual adjustment to the seeing world. Consequently, any technique for facilitating the change of pupil behavior should elicit favorable response from them.

In all fairness, we must agree that the blind do not differ from the normally seeing, except for the fact that their handicap creates many more problems of adjustment. Society tends to reject that which does not conform to its standards, and blindness itself is a deviation, but when coupled with undesirable behaviorisms or attitudes will isolate the individual to an even greater extent.

A recent survey conducted among agency personnel for the purpose of determining the chief weaknesses of blind employees furnishes us with sufficient evidence that the change of behavior should receive greater emphasis in our educational planning. The survey also showed that our instruction has not been effective enough in some areas and that we have occasionally created situations from



which misunderstandings or misconceptions have evolved. The entire list of the significant findings of this survey is as follows: (15)

*Weaknesses of Former Pupils as Seen by Agency Personnel*

- Poor travel skill
- Poor social adjustment away from school
- Poor posture
- Poor grooming
- Lack of social experience
- Lack of work experience
- Poor attitude as shown by
  - a. Unwillingness to take suggestions
  - b. Too high an opinion of own work
  - c. Too egocentric
  - d. Unrealistic attitude in approach to job and life situations
  - e. Infantilism
  - f. Apparent lack of drive
  - g. Lack of initiative
  - h. Lack of vocational planning
  - i. Feeling that the blind are owed a living
  - j. Slight sense of obligation
- Weak basic employment skills
- Uncorrected blindisms
- Inability to use simple tools
- Lack of practical knowledge of eye condition
- Lack of hobbies
- False conception of production rate
- Insufficient amount of tangible experience
- Poor etiquette
- Poor cosmetic appearance
- Inability to sign name
- Lack of job information
- Insufficient knowledge of laws, services and the like pertaining to the blind
- Poor basic skills (reading, writing, figuring, spelling)
- Poor training of those going to college for learning through listening
- Poor hand skill training in use of tools (girls)

Naturally, anyone experienced in the field of education of the blind will make excuses for some of these weaknesses on the basis that they are unavoidable results of the handi-

cap (16). But we cannot dismiss our obligation as easily as that; for allowances are not made in the social and vocational worlds into which our students will graduate. Our administrators must examine the curricular offerings in terms of the three values of education which we have stated earlier in this paper and inaugurate new methods by which to attain them. We must no longer point with pride to the phenomenal success of what amounts to a very small percentage of our graduates, or to the fact that of the 3,033 students who have been graduated from our schools within the past twenty-five years, at least 2,098—better than 69%—are employed full-time (17). No matter how many of our graduates are employed today, the fact remains that it is this very group which is now experiencing attitudinal rejection or prejudice. On the basis that experiments in the group approach have thus far been successful, and also taking into consideration that the methods of this approach are in keeping with the demands of democratic society, we believe that educators of the blind would find cooperative problem-solving a valuable technique for their purposes.

In our discussion to this point we have attempted to give a brief outline of the weaknesses of "traditional" and "progressive" education and of the demands which society makes on the schools in the training of desirable citizens. We have explained how the most logical approach to the teaching of cooperative activity and leadership is, in the opinion of many modern psychologists and educators, that of group dynamics. This theory stems from Gestalt psychology, which maintains that no learning is possible except through motivation by the attempt to satisfy a basic need. Educators, of course, are primarily concerned with sociological goals, since the school learning situation and living itself are essentially group situations. Next we examined the principles upon which the application of group dynamics operates, in-



cluding the roles played by students and teacher, and the need for a democratic versus an autocratic or *laissez-faire* atmosphere. At this point we discussed the disinclination of educators of the blind to experiment with new methods or techniques because of the expense which might be involved should the system prove impractical, but we pointed out that the group approach is only a change in methodology, not in equipment. It is easily applicable to classes for the blind, and in fact is an approach which would greatly benefit the blind because of various factors in their adjustment. Numerous articles in the professional publications express the need for more attention to the improvement of the behavior of the blind within specific areas; but none have approached the problem from the standpoint of the group. Rather, the suggestions have been mostly in the field of personal and individual guidance. From the information which the committee on the literary course of study and vocational guidance of the American Association of Instructors of the Blind received from the agency personnel, we can deduce that the methods which we have been using have not been sufficiently effective.

Because this material we have been presenting may sound like pure educational theory to our more practical-minded administrators, we shall now attempt to illustrate the mechanics and application in setting up a unit of work in a classroom in a school for the blind where one instructor is experimenting with the new approach.

### *Practical Application*

Miss D. teaches occupational guidance at the Overbrook School for the Blind. Her class consists of twelve freshmen—ten boys and two girls—and meets on the average of three hours a week. Dissatisfied with the response shown by her previous groups, Miss D., a graduate student majoring in group dynamics at Temple University, decided this

year to experiment with the technique of problem-solving cooperative endeavor.

The first step was to select the area in which the group would work. Miss D. was familiar with the report of the weaknesses of blind persons engaged in vocations and felt that if the group could be made aware of these general shortcomings pupils might be motivated to setting up goals for themselves to counteract these criticisms. She began by reading the list of weaknesses to the class. There was a group discussion of each point, and an assignment was made that each student should select one point for further elaboration on his own. When the class returned for its next meeting, the papers were read orally, and then one student requested that the whole list be dictated so that the class could obtain a more complete picture of the problem area. The next step was the dividing of the class into "buzz" groups of four students each to determine what the group goal should be in terms of an action-pattern. After considerable discussion each "buzz" group presented its suggestions to the entire class, and after more general discussion they chose for their problem area, "How Can I Better Prepare Myself for a Vocation?"

Miss D. explained that in order to attain the main objective there were smaller problems to be solved, and "buzz" groups were again set up to determine what sub-problems could be recognized. When the entire group came together again they had lists of sub-problems, which they discovered corresponded in many respects to the weaknesses which Miss D. had presented to them earlier. The next procedure was to help the class state the sub-problems in terms of socially desirable action-patterns. Through general class discussion, the sub-problems were restated to the satisfaction of the group, assuming the form of an action-pattern as follows: how to get more work experience, how to secure basic employment skills, how to use simple tools, how to get a proper conception



of production rate, how to procure a sufficient amount of tangible experience, how to obtain better job information, how to secure better hand skill training in the use of tools (girls), how to obtain sufficient knowledge of the laws and services pertaining to the blind, and how to improve travel skill.

It was now time to structure the class into work-study groups. The "buzz" groups had been chosen without particular regard to the skills, interests, or compatibility of their members, and were satisfactory for discussing the content and sequence of the problem area. However, the more complex the patterns with which a group is working and the longer the time required for the execution of the task, the more importance attaches to the interpersonal factors existing within the group. As explained earlier in this paper, sociometric analysis is the best existing method for determining work companions. Therefore, Miss D. gave her students a work-companion test, and also asked them to submit the four sub-problems which were of greatest interest to them and of which they seemed to feel the greatest need. From the results of the sociometric test and also through her observations of student behavior in relation to the other members of the class, Miss D. was able to arrive at the most promising combinations of four students, and the sub-problems were divided accordingly:

*Group I*—Getting more work experience, Securing basic employment skills, Learning to use simple tools;

*Group II*—Getting a proper conception of production rate, Procuring a sufficient amount of tangible experience, Obtaining sufficient job information;

*Group III*—Securing better hand skill training in the use of tools (girls), Obtaining sufficient knowledge of laws and services for the blind, Improving travel skill.

The class then returned to their assigned groups and elected their chairmen. Mean-

while Miss D. had been making arrangements for readers to come in to read to the groups at assigned times. In this way the same information was made available to all the members working in the same problem areas. At the next meeting Miss D's concern was the approach for showing the class the procedures that had been involved in delineating the relationship of the sub-problems to the whole problem. This step is necessary in order to prevent the students from losing sight of the main objective in their efforts to solve the sub-problems with which they are dealing. She pointed out that when the class was acting as the total group and was trying to determine the sub-parts of the ultimate goal, they had applied a specific methodology. This was then analyzed. First they had recognized a need for better preparing themselves for a vocation. Then they anticipated the difficulties they would meet before reaching that goal. Then they had to find the means of resolving those difficulties, and this was done by collecting data and information from various sources in order to make their decisions, discussing the information with the rest of the group, analyzing it, and weighing it to the best of their ability. The classroom then became a laboratory in which the work-study groups were set up for the purpose of applying these techniques to the interpretation of the sub-problem areas. Miss D. then circulated among the small groups, checking their progress, and guiding them, and contributing her skills and experiences when necessary. She helped each work-study group arrive at a tentative list of activities which would lead them to a solution of their particular problems and to select from this tentative list those best suited to their particular problem solution. These tentative plans were then submitted by each group to the class as a whole and were discussed and criticized.

Miss D. was then confronted with the matter of how to assist the students to ac-



quire the information, insights and skills necessary for their problem solution. She recognized the fact that since the members of the class were working in different areas a general discussion would be impractical because of the time element and also because there would be slight variations in the way each problem would be attacked. Therefore the work-study groups were again set up, and Miss D. helped each one to arrive at several tentative hypotheses for their own use and to select the specific sources of information needed. This done, the class resumed session, and Miss D. instructed them in the techniques of extracting from information the facts most pertinent for the solution of their problems. After they returned to their small groups, Miss D. helped them evaluate the validity as well as the applicability to their tentative hypotheses of the facts gathered. Then the students told what they would do in certain situations, in order to test the validity of the hypotheses. Miss D. pointed out to them that if some of their ideas did not prove satisfactory in the opinion of all of the work-study group, it might be because they did not have sufficient information on that particular topic. She also explained that some ideas might be entirely invalid and should therefore be rejected.

When the groups had finally arrived at definite plans of activities to be followed, these were brought before the whole class for approval. The action-pattern devised for improving travel skills was violently opposed by other members of the class and had to be reconstructed. Finally, however, all the plans were accepted.

It is impossible in this brief paper to outline in detail the complete procedures followed in each of the work groups or even in all three problems on which each group worked. Therefore we shall limit our illustration to the progress of the students interested in improving travel skill.

### *Sub-problem—How to Improve Travel Skills*

- I. Difficulties
  1. Crossing streets
  2. Avoiding obstacles
  3. Finding direction and locating specific places
  4. Asking people for assistance
- II. Information on how to overcome difficulties
  1. Interviews with successful blind people who have overcome this handicap; consideration of different devices used
  2. Interviews with representatives of agencies in regard to need for good travel skill
  3. Reading of articles in professional magazines on this topic
  4. Interviews with employers now employing blind personnel
- III. Following group discussion, tentative list made of activities leading to solution of problem (improving travel skill)
  1. Crossing streets
    - a. Listen for sound of traffic
    - b. Cross when others are crossing
    - c. Ask if in doubt
  2. Avoiding obstacles
    - a. Listen for cues
    - b. Always proceed cautiously
    - c. Use guidance device—dog, cane, others
  3. Finding direction and locating specific places
    - a. Review route with someone before trying it alone
    - b. Recall cues: turns, landmarks, irregularities in pavement, sounds usually heard in same places each time, etc.
  4. Asking for assistance
    - a. Be polite
    - b. Accept aid if someone offers
    - c. Do not try to conceal blindness



IV. Final conclusion—group feels no traveling should be done alone without some kind of travel device because of dangers involved. Present this view verbally to class. Decision refuted after much discussion. Attitude of group reveals a prejudice which subgroup interprets as an unwillingness to confess blindness.

V. Group plans new method for convincing class of need for the use of guidance devices. Compose skit and arrange for visit to the class of teacher of orientation. Summary of skit:

Blind person goes downtown to apply for job. Not skilled in the use of the cane, but carries one. Experiences several embarrassing incidents that are described in detail and which disturb him emotionally. Finally arrives at employment office half an hour late. Also is jittery and untidy. Sees executive. Executive refuses job and makes unfair generalizations about the blind as a group.

After skit, orientation teacher arranges to take group out individually for demonstration.

VI. Class discussion. Group recognizes need for skilled use of travel devices—a valuable asset for getting and keeping a job. Project accepted.

It had become evident to Miss D. that the students were receiving considerable satisfaction from the cooperative problem approach, and also that they were learning socially acceptable patterns of behavior, as well as the subject matter required for the course. The students were beginning to show signs of interest in related problems—especially in the area of social guidance. Some of the students who had not been in favor of the group procedure were telling other members of the class that in order to be better prepared for a vocation they felt a great need for social and personal improvement.

On the basis of such observations of the pupil response, Miss D. felt that her first attempt at problem solving had been successful. However, evaluation yet remained. The tests which we have at present aim at the evaluation of the mastery of subject matter. In the group dynamics approach we are also interested in measuring change of behavior. Here again Miss D. turned to the area of sociometric testing. She had the class take a supplementary test in work companions and also a friendship test. The general results proved to be satisfactory.

From this practical illustration of the application of group dynamics to a given subject matter area, it is evident that students engaged in cooperative problem solving endeavors will enjoy a richer learning experience. For blind children, whose adjustability to society depends upon the extent of their wholehearted participation in a variety of activities, learning to work for the good of a group and not just for one's own individual benefit is a very valuable experience. The blind child will also become a citizen of that ideal democracy for which educators are striving.

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## HARVEY D. GIBSON DIES

The American Foundation for the Blind lost a warm friend with the passing on September 11 of Harvey D. Gibson, for many years president of the Manufacturers Trust Company. Mr. Gibson had been a member of the Foundation's Board of Trustees since 1927, and for twenty-five years National Treasurer of the Helen Keller Endowment Fund. He was an intimate friend of Miss Keller and his interest and financial advice were most valuable in building up this fund.

Mr. Gibson was an international figure in banking circles, having become, at 34, the youngest bank president in New York. Notwithstanding his devotion to finance he found time for civic and humanitarian services, particularly with the Red Cross. He served as commissioner to France during World War I, and subsequently directed all Red Cross operations throughout Europe. Soon after America's entry into World War II, he accepted the post of commissioner to Great Britain and Western Europe, which he held until May, 1945. He was national chairman, in 1946 and 1947, of the Red Cross fund campaign. General Eisenhower presented an engraved plaque to Mr. Gibson as an expression of gratitude from the American armed forces, and the banker also received the President's Medal for Merit, the country's highest award for civilian service.

Mr. Gibson served New York in many ways. During the depression years, he assumed the chairmanship of the Emergency Unemployment Relief Committee, and in 1936 he headed the Citizens Emergency Flood Relief Committee, which raised funds for flood sufferers in New England and the Middle West. In 1939 and 1940 he was chairman of the board of the corporation that conducted the New York World's Fair.



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## UNESCO CONFERENCES WISH CONTINUANCE OF ESTABLISHED BRAILLE POLICY

SIR CLUTHA MACKENZIE

THE ACCEPTANCE on June 13th by the Unesco General Conference of the recommendations, passed by the international meeting on braille uniformity in March, marks the end of the first phase of the World Braille study. This affords an occasion to give a simple account of its objective in technical journals devoted to blind welfare. Our friends of the public press, in their enthusiasm for highlighting a "human story," have printed some rather startling interpretations. Quite naturally, as laymen, their comprehension of braille is inclined to be foggy, but it would be a little ungallant of us if we did not accept their versions in good humor. In contrast to this "highlighting" there is nothing fundamentally new in the principles advocated by the two Unesco conferences, nothing revolutionary, nothing but a deep loyalty to Louis Braille's original symbols. The Unesco terms of reference were modest and practical:

"To study the World Braille situation . . . . with a view to agreeing on certain international principles which would allow the greatest degree of uniformity in Braille and would improve its rationalisation and develop its extension."

In their recommendations, the Unesco conferences followed the old path trodden before them by many workers for the blind and by the international congresses of 1878, 1902 and 1911. They asked that the rationalisation and

extension should be achieved by a return to this path by those who had strayed from it.

If world uniformity were to be extended, it was clearly logical that it could be done only on the basis of adhering to Louis Braille's original root. His signs for letters, numerals and punctuation marks acquired long ago what we have called "traditional values" with all the strength which long custom gives, together with the historic sanctity with which his invention endows them. Beyond that, even if there had been a case for new values for his signs, difficulties of finance, sentiment and accumulated knowledge would make it unthinkable that the large libraries in European braille should be rendered worthless. Various representations were made to Unesco conferences regarding improvements in methods of uniformity in such fields as musical notation, mathematics, the representation of the classical languages and so on; but any changes here would only come about as the result of agreement between representative experts from the countries concerned. The only immediate action contemplated in the field of European brailles is in the calling of a regional conference to discuss the question of arriving at single systems of contractions for Spanish and Portuguese brailles.

### *India Accepts Unesco's Recommendations*

It will be recalled that Unesco undertook this task at the request of the Government of India where, for fifty years, debate had swayed this way and that as to which principle should be used in adapting braille to her many

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languages. A number of independent workers in scattered posts had applied the system to local languages under a variety of principles, no fewer than eight conflicting adaptations being in use. It was clear that, while this state of things persisted, no extensive printing nor educational programme could be embarked upon. One school of thought advocated a system which would give internal uniformity only; the other, a system which would merge Indian uniformity with traditional braille, leading to the ultimate goal of world uniformity. The government felt that this latter course presented a possibility, and asked Unesco to call together authorities in the fields of braille, linguistics, phonetics, education of the blind and braille publication to give a considered verdict. Their judgment was that a uniform world braille was not only practicable but desirable. They recommended ways and means of achieving this, of ironing out a number of departures from established principles and methods by which uniformity and coordination could be preserved in the future.

Sitting on June 17th and 18th, the Expert Braille Committee of the Government of India accepted the recommendations in principle; thus reinforcing the unanimous acceptance by the Unesco General Conference.

### *Future Steps*

This has paved the way for the second and final phase now made possible by further generous financial provision. It covers the holding of regional conferences, the making of technical studies, the preparation of an authoritative text book on braille usage and the setting up of a small World Braille Council.

### *The Meaning of Uniformity to Asia and Africa*

Parallel conditions to those in India existed also in China and the countries using Arabic script. To appreciate the state of affairs in Asia

we must turn our minds back to the days when Louis Braille's allocation of signs to particular letters was being sharply challenged. Would it not be better to have a cell two dots high instead of three, should not signs be allotted on the principle of frequency of recurrence of letters, might not an eight-dot cell be better than a six-dot one, and so on? Wordy wars were waged, in some cases for many years, but in due course these were settled by the rebels returning to brailles stemming from the original French root. Most of the Oriental and African braille adaptations adhered to it as far as the range of cardinal Latin values allowed; but, as many of their alphabets contain from thirty-four to eighty characters, there were insufficient traditional letter or sound values to meet their needs. They had, therefore, to resort to arbitrary selection for the balance, with the natural result that in this field uniformity is almost totally lacking. Briefly, the result of the Unesco studies is the endorsement of established principles and the planning of measures to extend them so that they may satisfactorily embrace the wider range of letters and sound values existing in Oriental and African languages and scripts. Perhaps we can best illustrate this rationalisation by the following examples: Before rationalisation began, the simple R sound was represented by dots 1-2-3-5 in French; 1-2-5 in Arabic; 1-2-4-5-6 in Hindi; 2-5-6 in Bengali; 1-2-5-6 in Telugu and 1-2-4-5 in Chinese Mandarin. The original R dots are now increasingly taking the place of the other forms. As an example of the sounds beyond the range of the cardinal Latin letters, many Oriental and African languages have, in addition to the ordinary N, a single letter for the sound of NG as in English "singer", German "Ding", and Spanish "cinco". As a sound, too, it is common to many unwritten tribal languages and thus calls for a particular braille sign to represent it wherever it occurs. The designers of brailles for about eight languages, working independently, happen to have se-



lected dots 3-4-6 for it, so that this may become its traditional symbol.

To those versed in braille matters, there is little need to stress the value of rationalisation save to say that this value in Oriental and African countries is perhaps even higher than in Europe. In both those continents, owing to the paucity of literature and especially of technical works in their own tongues, most of those who pass to higher education must learn a second language, and often a European one. An Urdu-speaker, for instance, will take his early education in his mother tongue, but, if he is to be a scholar, he will want to read the Persian poets in the original and to study his Koran in Arabic, while he will learn English to give him access to the vast reservoirs of literature in that language and for commercial purposes. There are such situations, too, as in Ceylon, where three languages, Sinhalese, Tamil and English, are in everyday use in the school and among the people, and Malaya with four everyday languages, Malay, Chinese, Tamil and English. This multilingualism of the East has its special bearing on braille uniformity.

#### *Science and Practical Experience*

In the task of rationalising and extending braille uniformity beyond the present scope of traditional signs, considerable use will be made of the framework provided by the phonetic alphabet of the International Phonetic Association. The purposes of this alphabet and of uniform World Braille are fundamentally different. The former has been designed as a standard yardstick for the scientific investigation and recording of the sounds employed in human speech; the latter, for the production, in uniform braille signs, of counterparts of the alphabets of existing languages. The phonetic alphabet represents the sounds of speech; World Braille, the sounds of letters. Despite this distinction, both have much ground in common as to what is straightforward, presenting no technical difficulty, and

also in the field of rare and peculiar sounds, letters and usages for which special provision has to be made. The sciences of philology, phonetics and linguistics, together with a century's practical experience with braille in all the continents, place us in a position now where we can apply this knowledge to our advantage, so that book production and education of the blind may proceed with the least hindrance and the maximum economy. It is hoped, too, that this study may save a repetition of some of those unfortunate battles of the kind which have handicapped the progress of the blind in the past.

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#### APPOINTMENT

Mr. Alton G. Kloss, recently appointed superintendent of the Western Pennsylvania School for the Blind, has been director of admissions and placement at Thiel College, Greenville, Pa., since 1947. He was graduated from Westminster College and is a candidate for a doctoral degree at the University of Pittsburgh. His interest in the education of the blind was stimulated a year and a half ago, when the twin boys born to his wife were found to be sightless. Friends of the blind everywhere will wish him success in this field to which he has decided to devote his life.

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#### RETIREMENT

Educators of the blind throughout the country have learned with regret of the retirement of Bradley S. Joice, for the past twenty-eight years superintendent of the Western Pennsylvania School for the Blind. Mr. Joice was formerly a member of the Board of Trustees of the American Foundation for the Blind, and served faithfully for many years as secretary of the American Association of Instructors of the Blind. His services and influence will be greatly missed, not only in his own state, but in work for the blind nationally. We hope to have an article about him for the next issue of the *Outlook*.



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## HOME TEACHING IN SOUTH DAKOTA

HOWARD H. HANSON

THE HOME TEACHING PROGRAM for the state of South Dakota had its formal inception August 15, 1949, when I began working for the State Department of Social Security, Service to the Blind. Previous to this date, no home teaching was offered by any organization in the state. The school for the blind (established in 1900) was the only source of training in home industries for the adult blind. The Service to the Blind conducted two summer sessions of home industry training before the home teaching program began last fall.

The state of South Dakota incorporates some 77,000 square miles of area, with a population of approximately 600,000 people. The Service to the Blind has 650 visually handicapped persons on its register, of whom approximately 180 are of the Sioux Indian tribes. We have one city of 50,000 and five others with over 10,000 people. The major industry of the state is agriculture, both intensive farming and ranching, with degrees of diversified farming in between. Thus the placement of blind people in industry in this state is at a very low rate, while self-employment is encouraged to the utmost.

Home teaching in South Dakota presents many problems to a visually handicapped teacher. The state, as is obvious, is sparsely populated. The teacher must spend much of his time traveling from one pupil to another. The mode of travel at present ranges from train to bus to private or state car to actual foot travel. It often taxes one's inge-

nuity to obtain transportation to some areas of the state which are not served by a scheduled train or bus. Truckers, mail carriers, and salesmen all provide a source of transportation to these remote areas. It is my contention that one can get anywhere if one tries hard enough. Some of the pupils have their seeing friends or relatives call for the teacher at the nearest depot. One client drove eighteen miles to town for an interview in a mutual friend's living room.

One might ask, "Well, why have a visually handicapped home teacher when the travel problems are so great?" This question can be answered by the following illustration: One of the clients was a man operating a small automobile repair shop with the assistance of his fourteen-year-old son. It was an investigatory call and the home teacher received nothing but blasphemous remarks about all welfare agencies. The man had been dealt with harshly by one of these agencies during the depression of the thirties. As the interview progressed, it worked in very nicely to tell him that the home teacher couldn't see either. The man's attitude changed immediately, and when the teacher left, he was very friendly. The incident was forgotten, but two months later at the annual state fair the man made a point of looking up the teacher in the Service to the Blind booth. He felt that here was someone who understood the problems he was facing.

The program of instruction in South Dakota is different from that followed in some other states. The distances are so great that a project is taught almost completely in one

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visit. In other words, the home teacher stays with one pupil until the pupil has a sufficient grasp of the subject to be able to work it out entirely for himself. This may take from two hours to a week. At the present time, the home teacher tries to make the rounds once every two months with refresher courses, new crafts, and supervision. Braille students are given instruction until they have a good foundation and then they work by themselves until the next visit is possible.

The home teaching program of South Dakota includes the usual line of services: social work with the individual, his family and community; household aids and personal care; academic items such as braille, typing and pencil writing; foot travel and orientation; and a craft program for home industries. The state does not sponsor the sale of products made by the blind, but encourages individuals to dispose of their merchandise in their own community. The home teacher is under the Merit System just as all other professional workers in the department.

The Service to the Blind provides rehabilitation services such as physical restoration, training and placement; operates a stand program; places talking book machines; handles public relations; and sponsors the home teaching program.

#### RADIO PLAYS FOR YOUNG PEOPLE

Teachers of dramatic art will welcome this collection of fifteen great stories adapted for royalty-free performance by Walter Hackett. The scripts are simple enough to be performed easily by school or home groups and the average playing time is about a half hour. The following stories are included: *The Man Without a Country*, *The Million-Pound Bank Note*, *The Canterville Ghost*, *The Necklace*, *A Tale of Two Cities*, *Rip Van Winkle*, *The Young Man with the Cream Tarts*, *The Spy*, *The Great Stone Face*, *The Laurence Boy* (from "Little Women"), *The Juggler*, *The Legend of Sleepy Hollow*, *My*

*Double and How He Undid Me*, *The Sire de Malétroit's Door*, *The Christmas Carol*. The book may be purchased from Plays, Inc., 8 Arlington St., Boston 16, Mass.

#### THE RED FEATHER



During this month and next, twelve hundred and fifty campaigns will be going on in different parts of the country. Their objective is to raise \$185,000,000 for health, welfare and recreation services.

It seems worthy of mention that in at least eighteen states—Alabama, Florida, Illinois, Indiana, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, New York, North Carolina, Ohio, Texas, Utah, Washington and West Virginia—and in the District of Columbia, part of the funds raised will be used to benefit blind persons. Therefore, in those states particularly, personal interest in addition to a broader humanitarian interest, prompts blind persons and workers with the blind to take cognizance of the importance of this great movement.

The National Bureau of Standards has designed and made a model of an improved talking book machine. This model was demonstrated to the satisfaction of Library of Congress officials recently. Improvements should be incorporated in the machines being used by the blind in the near future. This is but one of several Bureau of Standards research projects aimed at furthering the Library's national program for the blind.

Dr. Clarence Hawkes, of Hadley, Mass., the blind naturalist and poet, and an octogenarian, at the Eagles state convention held at Northampton in June, was honored by the presentation of a state aerie civic service award for his assistance in youth guidance, humanitarianism, and other social endeavors.



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## BOOK REVIEW

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BLINDNESS: MODERN APPROACHES TO THE UN-SEEN ENVIRONMENT. Edited by Paul A. Zahl. Princeton, New Jersey: University Press. 576 pp. \$7.50

The appearance of this comprehensive volume is timely, in view of the growing and broadening interest in the problems associated with blindness. The book is divided into seven parts as follows: History and Welfare; Education and Psychology; Vocational Considerations; The Military Blinded; Time-Tested Boons to the Blind; Exploration of New Technological Horizons; and Ophthalmological Factors. The thirty-four chapters comprising the seven parts have been contributed by thirty-one of the most competent men and women working in the field of blindness.

The first four chapters of part I trace the historical development of services for the blind in the United States, Canada, Great Britain, and continental Europe. The discussion of the national aspects of the problems of blindness makes it possible to evaluate existing programs with reference to their adequacy in meeting the present and future needs of the blind in each country. In the final chapter of this section, Dr. Philip Platt calls attention to the basic facts common to the blind in all countries. He suggests measures to be taken in dealing with the problems of the aged blind, in providing for the use of leisure time, and in providing rehabilitative work among the unemployable blind. He concludes by outlining the responsibilities of official and voluntary agencies for the blind.

Part II deals with the educational and psychological aspects of blindness. This section will be of great interest to the blind reader

and has especial value for those who have responsibility for educating the blind. Dr. Kathryn Maxfield, in the opening chapter, shows her knowledge of and deep interest in the problems of the blind infant and preschool child. With real sensitiveness for the problem created in the family when a blind infant is born into it, she emphasizes the magnitude of the problem in terms of incidence and cause. She describes the nature and effectiveness of programs which have been developed to assist families in understanding and handling blind children and to provide educational and social services for them. Further, she points out the great need for more knowledge about the causes and prevention of blindness in infants, and for augmenting the numbers of existing personnel trained to assist the parents of blind children.

In the next chapter, Dr. Berthold Lowenfeld discusses in his characteristically concise style the psychological foundation of special methods in teaching blind children. His contribution will be of greatest value to teachers of the blind who want to gain insight into the basic needs of the blind and into educational methods appropriate for meeting these needs. Dr. Lowenfeld distinguishes between four types of blindness: total blindness, congenital or acquired before five years of age; total blindness, acquired after five years of age; partial blindness, congenital; and partial blindness, acquired. He emphasizes the importance of this distinction by pointing out that the difference in the amount of workable visual imagery which the individuals in each of these categories have, determines the extent of the limitations resulting from the visual handicap. He explains the three major



limitations which blindness imposes upon the cognitive (knowledge-getting) functions of children and demonstrates their practical effects upon the behavior of the blind child. He subsequently discusses the basic principles in the adaptation of teaching methods to the needs of the blind.

George Meyer has made an important contribution to this section in his chapter on the education of blind children in the public schools. He reviews the experience of Oregon and of New Jersey in providing diagnostic service to blind children so that as many as possible may be educated in the public school system. He concludes with a strong plea for the day school movement, pointing out that it is not only beneficial to the blind child but that daily contact of blind and sighted children in the school room helps to develop tolerant attitudes in the sighted.

A penetrating discussion of the need and value of home teaching and casework with the blind is presented by Stella Plants. After describing the influence of the family upon the personality of the developing child and the need for home teaching for the blind and for their families, she defines the characteristics of the ideal teacher and of an adequate program for organizations serving the blind. Her chapter concludes with a series of case studies which will be of value to those workers engaged in home teaching and to those who are in professional training courses.

Without the long years of intensive research work on measuring the intelligence of the blind, which is reported by Dr. Samuel P. Hayes in this section, little at present would be known regarding the intellectual equipment of the blind. In his chapter, Dr. Hayes has included research data which will serve as invaluable source material for those interested in measuring the intelligence of the blind or in developing new instruments of measurement.

In the final chapter of part II, Dr. Thomas

Cutsforth discusses the factors of personality and social adjustment among the blind. He attacks in a vigorous, forthright style many of the long-standing and traditional practices employed in dealing with the blind. He believes that to postulate a special psychology of the blind is only to confuse the issue. With many others, Dr. Cutsforth shares the belief that most of the undesirable personality characteristics developed by the blind individual "have their origin not in the physical condition, but in the impact of the individual upon society and its attitudes." He discusses the various behavior patterns which develop and explains the bases for these in the environmental situations of the blind in the sighted world. However, he deplores the segregation of the blind in special schools as therapeutically unhygienic.

Part III is concerned with vocational considerations. Dr. Donald Dabelstein discusses at length, in the opening chapter of this section, the vocational rehabilitation of the blind, especially as it is provided for through the federal-state program. Dr. Dabelstein evaluates the importance of rehabilitation from the point of view of the individual, the employer and society at large.

In describing the problems of the blind in industry, Peter Salmon draws from his own long experience in the employment of the blind in special workshops and points out the needs and techniques for evaluating the abilities and capacities of the blind worker and for bringing about his adjustment on the job. Moreover, he enumerates a series of principles for the sound placement of the blind in competitive industrial employment. In another chapter of this section, Mr. Salmon discusses the problems of employment of the deaf-blind, particularly as they are met and provided for in the program of the Industrial Home for the Blind, of which he is executive director.

The final chapters of this section, contributed by Helga Lende and Dr. Clifford



Witcher, are of especial value to blind individuals seeking to determine their own vocational careers and to counselors who are engaged in assisting the blind in planning their occupational futures. Miss Lende reviews the professional opportunities for the blind in agencies for the blind and in competition with seeing individuals. She discusses specific vocations in such areas as law, teaching, insurance, divinity, physiotherapy, music, osteopathy, medicine, psychology, professional writing, social work, and library work. Her report is of particular value because, based as it is on a survey of blind individuals employed in these various fields, it is realistic and documented by many examples. Dr. Witcher has evaluated laboratory work for the blind. He was particularly well prepared to write this chapter, because despite his blindness he was serving as research engineer for the American Foundation for the Blind. He makes a plea for schools to provide more laboratory courses for blind students. He supports his contention that laboratory and research work is a realistic goal for the blind by describing individuals who have already "broken barriers" of existing negative tradition. He also offers a number of suggestions of which the blind student planning to take laboratory work should become cognizant.

One of the most valuable sections of the volume as it relates to future planning is part IV, which is devoted to the military blind. Interest in blinded veterans has given impetus to the development of new and significant rehabilitation programs. These programs, together with a description of new techniques and an evaluation of the outcomes, constitute a new body of information important to the planning of future programs and services for the blind. Lloyd Greenwood has written the first chapter in this section, "The Blinded Veteran." The importance of his chapter lies in the fact that, like Hector Chevigny, he lost his vision suddenly during the last war and he, like Chevigny, has also

introspected on many aspects of this experience. It is from such documents that the blind may take courage and find guidance, and to them that workers with the blind or the research investigator may turn for firsthand knowledge of the significance of the loss of vision to the individual.

Other chapters regarding the military blind have been contributed by Captain Alan Blackburn, Dr. Merle Frampton, and Sir Ian Fraser. Captain Blackburn presents a discussion of the Army blind in the United States. Dr. Frampton reviews the rehabilitation procedures in the Navy, Marine Corps, and Coast Guard. Sir Ian Fraser offers a similar report on the service war-blinded in Great Britain. Because all three of these programs were designed to bring about maximum rehabilitation of the war-blinded in a minimum amount of time, the recording and evaluation of this experience is of utmost importance to civilian rehabilitation workers and to the planning of state and national programs of service for the blind. It is from these programs that final evidence as to the desirability of reorientation centers for the newly blinded must be sought. In addition, these chapters clearly indicate the need for research and point out the research potentialities of well-planned programs.

Time-tested boons to the blind are described in part V of the book. In the opening chapter, "Avenues of Communication," Dr. Gabriel Farrell reviews the types of sensory aids which have been developed in the past to assist the blind to overcome the handicap of lack of vision. His contribution represents a valuable source of historical information with respect to the development of various methods of communication, such as embossed type, braille and other varieties of tactile print, and braille writing. A significant portion of his chapter is devoted to the problems of the partially sighted.

Other chapters in this section are presented by Dr. Robert Irwin, who describes the development of the talking-book method



of reading; by Richard Hoover, who evaluates the cane as a travel aid for the blind and makes recommendations for its future development; and by W. H. Ebeling, who describes the work of the Seeing Eye organization. The last chapter in this section has been contributed by Hector Chevigny and is entitled "A User's View of the Guide Dog as a Travel Aid." Consistently objective in his evaluation, Mr. Chevigny presents a very thoughtful discussion of this means of travel orientation.

The first two chapters in part VI—Exploration of New Technological Horizons—will be of particular interest to the blind reader. In the first, Charles Ritter has recounted the history of the development of some devices for the blind and has succinctly evaluated those which are still in use or which are susceptible of further development. He describes, in practical terms, various aids useful in communication (such as writing devices, recording machines, and records), in arithmetic and mathematical computation, in making accurate measurements, and in daily living. On the latter category, he describes methods of meeting the needs of daily comfortable living; such as shaving, identifying coins, selecting clothing, applying cosmetics, sewing, cooking, cane travel and recreation. Further, he indicates some of the special adaptations of equipment for use by the blind in industry, agriculture, and professional and clerical jobs. A special section of the chapter is devoted to the needs of the multiple-handicapped blind. Mr. Ritter does not advocate that the blind should develop complete dependency on aids, but he does believe that they and their teachers should exploit all such devices for whatever assistance they may afford.

The second chapter in this section is of particular value to those who are using or who wish information regarding the practical value of a recording machine. Mr. Meyer has illustrated the value of recording as a tool in school work, business, professional work,

and leisure-time pursuits. He discusses at length the various types of recorders available in relation to initial cost and operational expense.

The remaining six chapters of this section are devoted to reporting upon the research sponsored by the Committee on Sensory Devices, which has promoted the invention and development of sensory aids for the blind. The committee undertook to develop four lines of research: (1) devices for reading ordinary print by the totally blind; (2) a guidance device for ranging and obstacle finding; (3) optical magnifiers to aid persons of limited visual acuity, and (4) improvement of the "visagraph," a machine for the production of enlarged embossed images of printed material. These chapters will be of passing interest to the casual blind reader, but they represent an important record of the research work of able scientists on a group of significant problems. The material is technical, as it should be, and will be of inestimable value to those investigators who undertake further explorations of the possibilities of sensory aids for the blind. The work of the committee was interrupted before it was able to bring to a satisfactory conclusion any one of its four lines of research, but the contributions to methodology, identification of significant problems, and evaluation of the need and the direction of further research makes its contributions among the most significant to the future welfare of the blind.

The volume concludes with part VII, which is devoted to the ophthalmological factors of blindness. This section contains only one chapter, "The Causes of Blindness," by Dr. James N. Greear, Jr. Dr. Greear cites the lack of uniformity in definition and classification which has prevailed with respect to blindness and its causes. However, approving the classification system recommended by the Committee on Statistics of the Blind, he describes the causes of blindness in terms of etiological and topographical factors. His



chapter closes with an enumeration of the causes of blindness among American military personnel during World Wars I and II.

This book, designed to compile in one volume much of the existing knowledge regarding the history, methods, and status of work with the blind, will serve as an invaluable reference work for established as well as new workers in the field. It is so comprehensive in coverage that it will permit them to see the total scope of the field in easy perspective. Although the most important single need today in work with the blind is for more adequate and comprehensive research programs, little emphasis is given to this aspect of the work except in those chapters reporting on technical problems. Thoughtful reading of the other chapters will make obvious the need for objective data upon which to base future planning relative to the welfare of the blind.

Although the book deals with some problems in a technical manner, many of the chapters will be of great interest to the general blind reader. It is recommended as a "must" for all lay and professional workers with the blind.

—WILMA DONAHUE

OUTLOOK  
FOR THE BLIND  
*and*

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## FOUNDATION NOTES

Miss Georgie Lee Abel, who was presently coordinator of courses for workers with the adult blind at the Overbrook School for the Blind, has been appointed a Consultant in Education for the Foundation. Miss Abel received the B.S. and M.A. degrees from the George Peabody College for Teachers in Nashville, Tennessee. She formerly taught English and did educational testing at the Tennessee School for the Blind and the Idaho School for the Blind. Following this she became principal of the Iowa School for the Blind, from which she went to Overbrook. In her new position she will answer many calls that come in for consultation and advice on methods of teaching and counseling the young blind, and will keep the Foundation informed on research in her field.

Miss Diva Agostinelli has joined our professional staff as assistant librarian. Miss Agostinelli is a native of Jessup, Pennsylvania. She received her B.A. degree from Temple University and her M.S. degree in library science from Columbia University. She comes to the Foundation from the Brooklyn Public Library where she held the position of assistant branch librarian.

Miss Evelyn C. McKay and Miss Catherine R. Drew have resigned their positions with the Foundation as director of social research and social research assistant respectively, and have instituted a private consultant service on work with the blind under the name of McKay Associates.

September 5th was the twenty-fifth anniversary of Miss Ruth Wilcox's coming to the Foundation. She is presently executive assistant of the American Foundation for Overseas Blind.



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## NOTES FROM THE FOUNDATION LIBRARY

*The items mentioned on this page may be borrowed without charge from the Reference Lending Library of the American Foundation for the Blind*

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*The American Biology Teacher* for April, 1950 contains the article, "Methods of Teaching Biology to Blind Students with the Seeing" by Arthur H. Bryan. "Success in teaching the blind will not be determined by what the teacher is able to do, but by what the blind student is able to learn and by what actual work he is able to perform in spite of the fact that one of his principal senses is lacking. In other words, the blind student should be 'the doer of the act' all the way through his course in biology and nature study."

"Blind Farmer" by Grant Cannon is found in the *Farm Quarterly* for Summer, 1950. It is stated that there are farmers, and good ones, who are blind. These men can do their own milking, judge cattle, and cull their own poultry. They are accomplished in the small crafts of farming, such as carpentry, electric wiring and repair, plumbing and metal work; are competent farm managers, and can even plough a straight furrow when necessary. This article gives the life story of three such men.

"Teaching the Visually Handicapped" by Winifred Hathaway and Berthold Lowenfeld is an offprint from the *Forty-ninth Yearbook of the National Society for the Study of Education*, Part II, 1950. "The first concern of all professional and lay groups and individuals is to prevent blindness and other visual impairment by finding the causes—diseases, malformations, accidents, etc.—and by discovering and putting into effect ways and means of eliminating them. The second responsibility is to make adequate provisions for those already affected."

"Night Fighters Versus Impossible, Inc.," by A. E. Septinelli is found in the *Journal of*

*Rehabilitation* for March-April, 1950. This discussion deals specifically with some phases and techniques of placement, and comments briefly on counseling, physical restoration and training. It reports that in the state of California particular emphasis is placed on the feasibility of employing blind placement officers.

"Serving the Homebound Blind" by Julia Lawson is included in the *Journal of Rehabilitation* for May-June, 1950. "Home Industries and Home Teacher Service in the rehabilitation of the visually handicapped is a highly controversial subject, because agencies have only recently begun to openly discuss rehabilitation at the homebound level."

*The International Roller Skating Guide*, 1949-1950 Edition, includes the article, "The Blind Can Roller Skate" by Eber L. Palmer. "The New York State School for the Blind, at Batavia, New York, has built an indoor roller skating rink on its campus and has plans drawn for the construction of a large outdoor roller skating oval for the use of the students. Even without the oval, students use the campus sidewalks for outdoor skating."

"Blind Children Look at Us. . ." by Walter Duckat is found in *Today's Health* for April, 1950. "How do young children born sightless or those who have lost their sight react to their handicap? What is their concept of the dark world surrounding them? What do they think of sighted people, who are only disembodied voices or, at best, vague, shadowy figures? . . . I asked the students at the New York Institute for the Education of the Blind to express their views on a number of significant problems."



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## THE SUGGESTION BOX

*By the Special Services Department*

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**LARGE TYPE TYPEWRITERS.** There are on hand two portable Remington typewriters fitted with "Magna Type" or what is more commonly known as "Bulletin Type." This extra large type is readily legible to those with the right kind of visual acuity near the 20/200 range. These are new machines offered at the special price of \$75.00, F.O.B., New York.

**CARVIT TOOL.** Shops and home craftsmen may be interested in this ingenious tool which duplicates in wood or plastic any carving or bas-relief. With it, ash trays, book ends, busts, plaques, name plates, jewel and cigarette boxes, and so on, can be reproduced. When an index attachment is employed, it is also possible to duplicate statuettes, chessmen, and other three-dimensional objects.

A tracer pin is mounted on an arm which can be raised and lowered and moved freely from side to side. This arm is rigidly attached to another arm on which is mounted a high speed motor with a carving tool. The carving tool is carried along with the tracer pin, automatically reproducing the model on the block. Ingenious craftsmen in some localities might find salable items which could be traced out with this tool.

The motor is a 1/16 horsepower, universal 115 volt, AC or DC fan cooled model with a speed of 19,000 revolutions a minute. Ball-bearing construction. Chuck is a 3/16 inch capacity, collet type, mounted on motor shaft. The carving area is 9 by 10 inches for one setting or 9 by 20 inches for two settings. Any length of flat work (carved mouldings, etc.,) can be accommodated. Overall dimensions 13 inches high, 24 inches long, and 24 inches deep.

Standard equipment includes one 3/16 inch cutter, one 1/16 inch cutter, four clamps with screws, washers and nuts for fastening work and model to table, two chuck wrenches, a double end tracer pin and complete inkprint instructions. East of the Rocky Mountains, the price is \$47.25, F.O.B., Racine, Wisconsin. The price is slightly higher in the west.

An index attachment is necessary for carving round work, statuettes, etc. This consists of two face plates coupled so as to move in unison. This is to be mounted in front of the Carvit Tool so as to hold the round model horizontally, facing the machine. A block of wood or plastic is similarly mounted on the other face plate. Model and work revolve to twelve work positions. Work is traced in each index position, the same as for flat work. Takes up to 5 inch diameter by 8 inches long. Equipment includes 1/4 inch tracer pin, mounting equipment and inkprint instructions. The price is \$6.82, F.O.B., Racine, Wisconsin. Slightly higher in the west.

Carvit cutters are available in three sizes: 3/16", 1/16", 1/32", giving increasingly fine detail. They are 60¢ each, F.O.B., Racine.

A flexible shaft is also available to fit the Carvit Tool. This wholesales at an F.O.B. price of \$5.95. Hand pieces to fit range in price from \$2.75 to \$10.60. A variety of grinding wheels, a steel cutter, wire brushes, rag and felt buffs are available to fit these hand-pieces.

**DROPPED ITEMS.** In order to keep the catalog from getting out-of-bounds, it has been decided to drop some of the items which, since they were first listed, have become more generally available. Since, in most instances, there are still a few on hand, they are being



listed here so that those who do not have immediate interest in them will not order at a later date:

|                                       |        |
|---------------------------------------|--------|
| Half-Teaspoon Liquid Measures . . . . | \$ .65 |
| Speedy-Chef Egg Beaters . . . . .     | 1.25   |
| Flip-Knife . . . . .                  | 1.65   |
| X-acto Pocket Knife . . . . .         | .80    |
| Change-a-Blade Scissors . . . . .     | 2.00   |
| Electric Heating Pads . . . . .       | 5.50   |
| Drying Beads . . . . .                | .50    |
| Key Keeper . . . . .                  | .60    |
| Morocco Wallet (3-pocket billfold) .  | 3.25   |
| Pinch Purse (Ladies') . . . . .       | 4.00   |
| Keep-Safe Purse (Ladies') . . . . .   | 2.75   |

OPERATIONS RESEARCH. From time to time requests have appeared in this column for suggestions on techniques and ways of doing things. And from time to time excellent suggestions have been received in various fields. Readers may be interested to learn that this sort of thing has now been assigned a specific title at the Massachusetts Institute of Technology—Operations Research.

Blind people, more than most, are experts in Operations Research. This kind of research is concerned with how to simplify operations. An example given in a recent broadcast concerned dishwashing in the army. It was observed that there was always a jam in the rinsing and drying area. The bottleneck was removed simply by providing three rinsing and drying stations for every two washing areas.

The trouble in our field is that every time a man solves an Operations Research problem he forgets he ever had the problem. As this is being written a postage meter company representative called to ask how a blind person could operate their meters. The answer is no doubt going to be fairly simple. But it is these simple things, lumped together, that sometimes make the difference between success and failure. It is hoped that readers will continue to notice when they have met and solved a new problem, so that they can send

in their solution before they forget that the problem ever came up. A recently blinded woman was dubious about doing housework; ironing, in particular, had her worried. A home teacher spent a few minutes showing her a technique to avoid burning herself, and with this slight help she proceeded to iron a house dress. Later, upon entering training for a guide dog, she was amazed to learn that she alone of seven women in training did her own ironing.

POPULAR MUSIC. Most publishers of popular music are granting permission to have Connie Anderson hand transcribe popular music, using his system of notation. Permission has been requested for two or three hundred titles. By the time this appears, there is a possibility that the new service can have been put into effect. Interested readers may write this department.

PRICE CUTS. The following new prices are now in effect.

|                                                                                   |         |
|-----------------------------------------------------------------------------------|---------|
| Select O Clock . . . Postpaid . . . . .                                           | \$11.00 |
| 30 and 60 Minute Timers, with                                                     |         |
| Switch . . . . .                                                                  | \$ 4.50 |
| Bottoms Up . . . Postpaid . . . . .                                               | \$ 1.00 |
| Carrom Bagatelle, Brailled . . . . .                                              | \$10.00 |
| Mirro-Matic 6 Qt. Pressure Pan . . .                                              | \$12.75 |
| Mirro-Matic 8 Qt. Pressure Pan . . .                                              | \$13.75 |
| Plasticanisters with Marked Measuring Cup . . . . .                               | \$ 2.50 |
| Adding Machine . . . Postpaid . . .                                               | \$ 7.50 |
| Bathroom Scale, F.O.B. New York . . . . .                                         | \$11.00 |
| Diabetic Diet Scale . . . . .                                                     | \$ 7.50 |
| Grocer's Scale, F.O.B. New York . .                                               | \$44.00 |
| Liquid Thermometers . . . 0-220                                                   |         |
| Degrees . . . . .                                                                 | \$ 5.50 |
| . . . Oven 0-150 Degrees . . . . .                                                | \$ 5.00 |
| Sapphire Cutting Style, Standard or Microgroove . . . . .                         | \$ 3.00 |
| Recording Unit, without Amplifier, etc. Base Unit Only, F.O.B. New York . . . . . | \$16.00 |
| Penscope Pocket Telescope . . . . .                                               | \$ 6.50 |



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## BULLETIN BOARD

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*New York Public Library, Library for the Blind*—A new printed catalogue listing all books published in braille from 1931 through 1948 is now available to sightless readers free of charge. This 163-page catalogue is the first complete list of braille works to be issued since 1938. It contains more than 2,500 titles, arranged according to subject matter, together with a 54-page index. All of the books listed may be borrowed from the library. The new publication is a companion to the printed catalogue of Talking Books issued recently by the Library of Congress. All books recorded up to and including 1948 are contained in this list, which also is available to blind readers, free of charge.

*New York Association for the Blind*—The Lighthouse Nursery School began its seventeenth year September 13, with a registration of fifteen blind children from three to six years old. While the present Lighthouse building is being remodeled, temporary headquarters will be located at the Temple Emanuel, 1 East 65th Street. Miss Leah Katz, director of the school, will divide the children into two age groups. She is assisted by four nursery school teachers. The children are brought to the school each morning at 10 o'clock from the three boroughs of New York City—Manhattan, the Bronx and Queens—and return to their homes at 3:30 p.m. The school is one of twenty-eight free services administered by the direct services department of the New York Association for the Blind. The cost of one year's expenses for each blind child amounts to \$600.

Winners of the Searchlight Short Story Contest sponsored by Carl Van Doren and the Lighthouse for blind school students throughout the country, were Carl Reynolds, a student at Perkins Institution, for his story, "A Month at Camp Waldron;" Bertha Napier, a 12-year-old girl attending the Florida School for the Deaf and Blind; and Kathleen Delahunty who attends the New York Institute for the Education of the Blind. The three prize stories will appear in the braille magazine, *The Searchlight*.

*South Dakota School for the Blind*—The ninth biennial convention of the South Dakota Association of Workers for the Blind met in Gary on May 29, 30, and 31. The theme of the convention was "Better and More Profitable Occupations for the Blind." Talks were given by Howard Hanson, Brookings; Paul West of the Department of Public Welfare, Pierre; Mrs. Leslie Gray of the Minnesota Society for the Prevention of Blindness, and several others. On Tuesday evening a banquet was served commemorating fifty years of service by the School for the Blind. Howard H. Hanson was reelected president; Arnold Greber, vice-president; Priscilla Griep, secretary-treasurer; and Mrs. Flavia Throm, corresponding secretary.

*National Society for the Prevention of Blindness*—Three local prevention of blindness organizations have become affiliated with the National Society. They are: the Detroit Society for the Prevention of Blindness; the Pittsburgh Branch of the Pennsylvania Association for the Blind; and the District of Columbia Society for the Prevention of Blindness. Two new vice-presidents of the Society have been named: Professor Ira V. Hiscock, chairman of the department of public health at Yale University; and Dr. William L. Benedict, of the Mayo Clinic, Rochester, Minnesota.

*Industrial home for the Blind*—Six of Brooklyn's blind tots, two boys and four girls, are now attending that borough's first nursery school for blind children, operated under the auspices of the Industrial Home at its Light Buoy Club. The nursery school is under the direction of Miss Gertrude Van den Broek, for thirteen years supervisor of preschool blind service of the New York State Commission for the Blind, who has been loaned to the Industrial Home for the purpose of organizing this school. Classes are being held weekday mornings from 9:00 to 12:00. Working with Miss Van den Broek is Mrs. Inge Kessler, engaged as a group teacher. It is estimated that there are approximately thirty blind children of preschool age in Brooklyn, ranging from infancy to seven years.



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### THE REHABILITATION OF BLIND DISPLACED PERSONS IN EUROPE

CLARA LANGERHANS

THE AMERICAN FOUNDATION FOR THE BLIND is cooperating with the International Refugee Organization, a temporary specialized agency of the United Nations, to assist in locating rehabilitation opportunities for some one hundred blind displaced persons who are still in camps in Germany, Austria and Italy. These people, with the crippled and the aged, make up the group of displaced persons who constitute the "hard core" cases. Already the International Refugee Organization has been able to assist a million refugees, either through repatriation or immigration to a friendly country. These people could easily be assimilated in a new land because they were strong and healthy and their chances of becoming useful citizens were great. Now the hardest job of all remains to be done—finding homes for those who are less fortunate because of physical handicaps.

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Clara Langerhans is the secretary of the advisory committee for the resettlement of displaced blind persons, and also a field representative of the American Foundation for the Blind.

So that the handicapped among the displaced persons might have a head start toward their rehabilitation in a new country, several rehabilitation centers have been set up in Germany. One of these is in Neustadt, on the edge of the Baltic Sea, where fifty-four blinded refugees are receiving training. Facilities once used by the Germans for the training of men for the U-boat fleet are now used for these more constructive purposes by the International Refugee Organization. Here the blind learn braille, weaving, brush and broom making; as well as weaving reed baskets and chair seats. Another occupation widely taught is massage for those who are strong and have agile hands. They also learn typing and receive basic instruction in English. A trained nurse, the wife of one of the blinded DPs, teaches her blind students how to dress, how to feed themselves, and how to move about in the camp and the community. The blind people themselves, who have special abilities, are used to help in the



training program, in this camp and others like it.

Such a one is Ansis, thirty-eight years old, who was born on a farm in Latvia. After leaving secondary school, he worked on his father's fruit farm, having full responsibility for the tree surgery. He had an interest in experimentation which he utilized to develop a special brand of apples able to withstand the hard Latvian winters. On this farm there was also a large aviary. Again Ansis showed his aggressiveness. He was the first person to introduce migratory beekeeping in that country. In 1944, because of the war, he left his country, leaving his well-developed property behind, and came to Germany where he was wounded through a mine explosion which resulted in blindness. As soon as he recuperated from his injuries, he struck out toward a new goal. This time he chose hand weaving as his profession. Through courses offered by the International Refugee Organization he learned to operate power looms and became an expert in the weaving of woollen cloth in bright colored patterns of Latvian national design. In 1950 he was transferred to the vocational training school in Neuberg, Germany, where he teaches weaving to the other blind pupils in the school. He knows that this job is not permanent so he now would like to come to the United States where he feels that he would have a real opportunity to be self-supporting and again become a part of a normal community. He not only can weave, but can work on a farm, particularly in such specialized areas as fruit raising and beekeeping.

Ignats, twenty-eight years old, was also born in Latvia. His parents and his grandparents before them owned a big farm. They apparently were prosperous since he had seven years training in elementary school. He then attended a three-year course in agriculture, receiving specialized training in general farming and animal care. He worked on his father's farm until August 1943 when

he was called to the Latvian army. In February 1944, he was wounded, losing his left eye; and the right eye was seriously injured. He was later evacuated to Germany where he received treatment in a hospital until July 1945. From the hospital he was transferred to a prisoner of war camp where he remained until after the war. By this time he lost all contact with his family who apparently remained in Latvia, so he was placed in a DP camp. After some time, he was transferred to a rehabilitation center in Weyarn, where he is receiving training in brush making, weaving and leather craft. Ignats has a good educational background and is eager to learn a trade and make his own living.

Piotr, aged twenty-one, was born and grew up in Poland. Before he was sent to Germany in 1943 as a forced laborer, he worked on farms and also in granite quarries in Poland. While working on a farm in Germany, he contracted an infection of the eyes from spreading manure. This condition was aggravated because he was forced to keep on at his work by the overseer and he gradually began to lose his sight. Over a period of four weeks his vision was down to fifteen per cent of normal. In 1945, after the cessation of hostilities, he was placed in a DP camp. The British Timber Production Agency hired him in 1946 for full employment as a forestry laborer and wood-cutter. He proudly holds a certificate of recommendation from this company. When the rehabilitation center was opened in Neustadt, Piotr was transferred there so that he might receive vocational training. He is now learning brush making. He, too, is looking forward to a permanent home in a new land.

Constant efforts are made to improve the physical and eye conditions of the residents of the DP camps by providing surgery and other medical care. On the whole the training in these IRO centers is comparable to that which is available to many blind persons in the United States through the adjustment



training centers. It is geared toward adjustment to blindness and development of basic skills. It is hoped that this training can later be utilized for productive work. This approach toward adjustment and rehabilitation is a recent development in Europe and should be effective in helping these people to be resettled in a new community. Even with this training blind displaced persons will have further problems to overcome. They not only have the problem of blindness but also are suffering from the traumatic effects of living a regimented life in concentration camps, forced labor camps, and displaced persons' camps. To return to a life where individual initiative is again a primary requisite to success, as well as becoming accustomed to a new culture and language, will require patience and deep understanding on the part of any agency which will assist the individual in his rehabilitation program. Another fact which must not be overlooked is the different philosophy which has been prevalent in Europe in the past regarding the ability of the blind to be self-supporting. On the whole the blind have been considered "institutional cases" and although attempts at rehabilitation have been made, it was chiefly training in crafts and massage. In any event it is anticipated that re-training in the United States labor methods and skills will be indicated. The broadest philosophy for remunerative employment accepted in the United States will be a further adjustment required of the individual.

Some of the people who are now DPs were also refugees as the result of World War I. Just when they seemed to be getting along nicely in life, they were uprooted. One of these is Josef, aged fifty-four, who was born in Poland. In 1914 he was drafted into the Imperial Russian Army and took part in World War I. In 1915 he was wounded by a shell splinter which lodged in his eye. When he was finally released from the hospital in 1917, it was found that he was totally blind.

He attended a military veterans' training school in Poland where he learned basket weaving. In 1918 he was returned to his home town, where he received a farm as a gift from the state. This he managed successfully with the help of a farm hand. Later he enlarged his financial interests by operating a grocery and tobacco store along with the farm. Finally in 1932 he married and his wife became co-manager of the farm. Two daughters and a son were born and the family seemed well established in the community. In 1944, Josef, although blind, was deported to Germany for compulsory labor. After the liberation in 1945, he and his family had been living in various DP camps where he returned to his former occupation of basket maker. The children are receiving training so that they will be useful citizens in a new country. The elder daughter is learning to be a dressmaker's apprentice, and her younger sister is taking courses in commerce and trade as well as English shorthand. Their young brother is still in school and not old enough for specialized vocational training. Josef would like to come to America with his family. He feels that he could fit into the life of the community either as a farmer or as a basket maker. He has an added asset in that his family can help make a living with their skills.

Displaced persons immigrate to the United States under the terms of the Displaced Persons Commission, now amended. This law is administered by the Displaced Persons Commission, which was established for this purpose. Every DP coming to the United States enters upon a personal invitation in the form of an assurance which provides for housing and employment, which does not displace an American citizen and guarantees against the possibility of becoming a public charge. These individual assurances are forwarded by the sponsor to the Displaced Persons Commission, often through one of the voluntary resettlement agencies which have



taken a special interest in this problem. These resettlement agencies are established along sectarian or nationality lines and have been given the approval of the United States Department of State and are recognized by the Displaced Persons Commission. They have their representatives in Europe to assist in the documentation and processing, offer reception services to the DPs arriving in the United States, and provide resettlement services through their local affiliated groups in the community where the DPs finally settle.

A blind displaced person immigrates under the same conditions, except that a private agency for the blind will ordinarily assume the responsibility for "employment." In order to facilitate the immigration of a large number of handicapped DPs to the United States, the International Refugee Organization has made a large financial contribution to the major voluntary resettlement agencies. This money will be utilized for undue medical expenses, maintenance during any training period, and other necessary expenditures. The national agency in turn allocates the money to its local affiliate on a case-by-case basis.

To give further assistance for the rehabilitation of handicapped persons in the United States, the Office of Vocational Rehabilitation has ruled that displaced persons are eligible for vocational rehabilitation services after they immigrate to this country.

A small number of cases known as "institutional cases" also are being considered for immigration. These are the aged blind whose employment potential is not evident. Plans for these people are made on a highly personal basis and special financial arrangements are made by the International Refugee Organization.

Other countries are also assisting in the rehabilitation and resettlement of handicapped individuals. Norway has agreed to accept fifty blind people and their families. It was the first among the countries of the

world to recognize the plight of these so-handicapped people by offering them refuge. The Norwegian Relief Committee has bought a hotel in Oslo especially for these blind DPs. Attached to the hotel will be a vocational training center and each DP will be helped to do the job for which he is best suited. At the end of the period of rehabilitation, each person will be placed in suitable employment and will have the opportunity to take his place in organized society. Canada also is opening its doors to these people. Perhaps the country most liberal in accepting displaced persons is Israel, which is taking all kinds of the handicapped—the aged, in fact almost anyone—who wishes to resettle there.

We in the United States are hoping that we will be able to carry out our part of the bargain with the cooperation of all the agencies for the blind in the country who feel that they can contribute to this large undertaking. Detailed information about procedures can be secured by writing to the American Foundation for the Blind.

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#### IVIE M. MEAD DIES

Miss Ivie M. Mead, sixty-six, died at a convalescent home in Chester, N. Y., on October 17. Miss Mead, blind since childhood, retired as a home teacher for the Connecticut Board of Education of the Blind in 1946, after twenty-five years of service. Previously she taught in the Department of Trades of the Connecticut Institute for the Blind, and the Arthur Sunshine Home and Nursery School for the Blind at Summit, New Jersey; following graduation from the New York State School for the Blind. An article in regard to her and her work may be found in the January 1947 issue of the *Outlook*.

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Miss Jennette Maris, teacher of the braille class in the Ann J. Kellogg School, Battle Creek, Michigan, is serving as an exchange teacher under the Fulbright Act in the School for the Blind, Bussum, The Netherlands.



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## ADEQUACY OF SECONDARY SCHOOLS IN THE PREPARATION OF BLIND YOUNGSTERS FOR ADULT LIFE

JOSEPH F. CLUNK

### *Introductory Note.*

On October 16, one of the best known and most energetic personalities in work for the blind made a personal decision which abruptly changed the nature of his professional activity to such a degree that current attention in the field is focused upon the many implications of his action. Joseph F. Clunk, Chief of Services for the Blind, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C., on that date became managing director of the Philadelphia Branch of the Pennsylvania Association for the Blind. His resignation from the staff of the federal agency came after thirteen years of dynamic and aggressive service from the national government level, principally concentrated toward the expansion of direct and indirect employment services for the blind under state organizations.

In his new capacity, Mr. Clunk accomplishes a sudden transition to the role of administrator of a private agency on the local level. By interpretation, this means that he will now be immediately responsible for the promotion, direction, and management of a city-wide and over-all program of services—the very techniques and philosophies of which he has so long advocated in his national role as consultant and advisor.

In appointing Joe Clunk to this newly created position, the board of directors of the Philadelphia Branch of the Pennsylvania Association for the Blind has indicated to the entire nation that it has endorsed an ambi-

ous plan for a unified community approach to meet the needs of its blind citizens. The Philadelphians appear to be prepared to attack the problem in true Clunk fashion—the all-out public-selling job and agency harmony which has always been Clunk's ideal in work for the blind. Joe Clunk and his Philadelphia associates have set themselves the task of making Philadelphia an example of what can be done for the blind in a large American city; and, for the sake of the blind, we wish them well.

Last minute word from OVR officials indicates that Maurice Tynan, assistant chief of services for the blind, and a long-time and highly respected official in Washington bureaus, will succeed Mr. Clunk.

The following article by Mr. Clunk is the summary of his remarks during a panel session of last June's meeting of the American Association of Instructors of the Blind at the Overbrook School, in Philadelphia. It is chosen by the *Outlook* because of the insight it gives into this one man's ethics and objectives.

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Opinions concerning this subject and the conclusions reached by various analyses are many and divergent. This discussion is confined entirely to the functions of the residential school for the blind and not to secondary schools in the public school system. I have no desire to criticize any school administrator but it is time that the real function of the school in the lives of blind children be de-



terminated and measures taken to meet the full obligation.

If a school administrator thinks of the responsibility of the school for the blind as being restricted entirely to educating the mind of the student, that administrator is very likely to encounter philosophical conflict with those persons who believe that the school has a broader responsibility in the development of the blind student. Again, considerable confusion results when a school administrator looks upon the school for the blind simply as an institution in which the blind child is supposed to be maintained on a boarding house basis for a few years and given an opportunity to be educated, provided that the student adheres strictly to a very definite arbitrary behavior pattern and forfeits his right to the opportunity for education if he smokes a cigarette, stays out after curfew, or openly converses with a student of the opposite sex. Violation of the strict code results in dismissal from the school and eliminates the opportunity for education. In schools administered within this pattern, the superintendent may not necessarily consider that opportunity and the actual receiving of education are synonymous.

*School Replaces Parents.* In a normal home the sighted child has almost minute-by-minute supervision of at least one parent who works on this job all the waking hours of the day and both parents provide rather intensive supervision of the child for several hours every day. This supervision involves everything including personal grooming, table manners, social relationships with other children, recognition and acceptance of responsibility in the performance of duties around the home, responsibility to adults, tolerance of the point of view of other children in the neighborhood and the necessity for teamwork with those children in play and in various social projects, acceptance of parental inability to supply every childish whim, the development of proper emotional

reaction to an endless variety of daily situations which run the entire gamut from uncontrollable anger to hysterical pleasure. Most parents will agree that they have a full-time job in carrying out their training responsibilities for one child even though this sighted child also has the benefit of the disciplinary procedures of the other children in the vicinity when there is the slightest excuse for the application of such discipline.

When a blind child is sent to a residential school for the blind for nine or ten months of the year, that child then becomes a member of the family of that school, and the staff of that school assumes the same responsibility for the social development of the youngster that ordinarily is the responsibility of the parents of a sighted child. Just as the parents in a normal situation provide training over and above that which the child receives in school during the day, the staff of the school for the blind must supply this need over and above the instruction received in the classroom in the three R's or in any other academic subject. In fact, the blind child requires even more high-grade instruction than the sighted child because the staff not only replaces the training given by the parents but also that given by the playmates of the sighted child.

I have never heard much criticism concerning the scholastic standards of the average residential school for the blind, but all too frequently the graduate of such a school finds it difficult to understand the sighted world into which he is projected after graduation. Intellectually the graduate may be equal to the average sighted graduate of the high school in the community, but he finds it difficult, if not impossible, to secure employment; and even when employment is secured through some public or private agency activity, he frequently does not retain the job or earn a living in his professional occupation and he does not understand the reasons for his failure.



Every member of the sighted community praises his ability and yet fails to buy his skill. The result is a conflict in the mind of the blind person which all too often results in bitterness, rebellion and an antagonistic attitude toward the entire sighted world. Those blind persons become thoroughly convinced that all sighted persons are untruthful, unsympathetic, or do not care to understand the blind, and that the only way he can secure any cooperation is to ruthlessly use blackmailing methods in all activities. Similar results occur in the life of the so-called normal sighted individual when that person is insulated by wealth or social position from the disciplinary action of his associates and when he receives only praise and adulation and is never given an honest evaluation of his performance measured in terms of his normal social group.

Many graduates of schools for the blind find it necessary to secure employment in the specialized field of teaching in schools for the blind or in social work with the adult blind in some public or private agency because they are not accepted for similar positions in a sighted society. Their failure or unacceptability is not due to a lack of skill or intelligence but to the social friction produced by them because of their lack of knowledge, understanding, and acceptance of the social standards of their sighted associates. The blind graduate should not be criticized for this failure, but it is evidence of the fact that the schools for the blind have not discharged their full responsibility in replacing parental and companion training of the blind child in social behavior.

It is questionable if it is possible to replace all of the social perspective acquired by a sighted child through observation and the intensive daily neighborhood and family life, but it should be possible to supply a great deal more than is in evidence up to the present time. Many of the superintendents have been giving these problems more serious con-

sideration during the past ten years, and the graduates of some of the schools are benefiting by this improvement.

Lack of funds, and consequent shortage of staff, make it extremely difficult for the school to assume the full place of the parent in the life of every blind student, but the desired result will never be achieved until school administrators recognize their responsibility and present it to the state legislatures or other sources of funds. It is quite possible that the annual per capita cost might be increased slightly in every school, but the results in the lives of those youngsters would more than compensate for this expense as they go forth into adult activities.

*Competitive Social Life.* It is an easy matter for the totally blind person to live in a mental hermitage of his own and to be almost completely oblivious to the social conduct of others. The training in the school for the blind in social living should begin when the child enters that school, regardless of whether it is in kindergarten or anywhere between that and the last year of secondary school.

While the foundation for understanding social relationship with others should be developed in the primary grades, the polishing and refining process should certainly be applied all through the four years of secondary school. Since the child is being trained to live in a sighted social environment, it is obvious that the training should include sighted social life particularly during the secondary school period. Every high school pupil should be enrolled as a member in a sighted social group of young people of the same age in the community. Such groups include Y.M.C.A. and Y.W.C.A. clubs, Sunday School classes, church choirs, the clubs in the sighted high schools and the community, Boy Scout and Camp Fire Girl organizations, and other types of social clubs of young people in the area where a variety of hobbies and other interests find expression. Every effort should



be made to have each student participate as an individual, but the grouping of blind students in any one social group or activity should be avoided.

It is much better to have one blind student in a group of fifteen to twenty-five sighted young people, and have ten blind persons in ten different clubs, than to have two to five blind students in any one club. The school supervisors of these activities should be permitted ample time to assist each student to become an active contributing member of the group and to avoid becoming the recipient of any patronizing, compassionate condescension or toleration on the part of the sighted members of the club. The blind student should carry his full responsibility as a member but must be prevented from monopolizing the spotlight and using his blindness to attract special attention and special treatment.

The school supervisor should make certain that the blind student is fully informed as to any difference between his contribution to the clubs' activities and those of the sighted members of the group. The blind person must learn to be inconspicuous just as much as he must be taught how to accept conspicuousness with dignity and poise.

If there is any one factor which seems to interfere with the success of the graduate of a school for the blind more than any other, it is probably the violation of the terms of a contract. It is important that the blind student be taught, and that he recognize and accept, the fact that a promise of any kind to do anything is a contract which must be kept beyond the letter of the agreement and that many contracts have implied terms which must be understood, accepted and kept. For example, an appointment to be at a certain place at a certain time is just as much of a contract as the agreement to pay for a suit of clothes that he has purchased. The acceptance of an individual in a social group is a contract, although the obligations are not

written in express terms, and the blind person is obligated by acceptance in the social group to be a harmonious, congenial member of that group. He must carry his full weight in social affability and do his full share of work for the good of that group.

Perhaps we need a supervisor of social development in every school for the blind. Such a person could concentrate upon using every resource within the community and every educational device to normalize the social perspective and understanding of every blind student. This should enable each one to go forth into the sighted adult community life without finding the social waters too deep or too fast for him as a swimmer.

*Competitive Sports.* Sighted children learn a great deal about fair play, teamwork and cooperation from their companions in ordinary sports. The youngsters in the neighborhood may form a track and field team, and each one concentrates on the activity in which he is most adept and encourages his teammates in their activities in order that the group as a whole may win when they meet another neighborhood club. The same principle applies to sandlot baseball, football, basketball, boys' club activities, etc.

Each member of the team knows not only that he must support the team through his own efforts, but also that he needs and must have the support of others if he is to achieve prestige among his playmates. It is necessary for everyone to learn how to be a good loser as well as a good winner, and I believe we will all agree that we do not have enough sports or competitive games in the average school for the blind. Competitive games teach these principles and when properly applied do much to eliminate jealousy, bitterness and ill will in the minds of individuals. Many blind persons resent the achievements of other blind persons as well as the achievements of sighted persons. This resentment is disastrous to their personality and adversely affects their ability to get along with others.



Our blind boys and girls may not play football or baseball in the same manner as sighted children do but there must be many other ways of developing competitive games involving the same basic principles of good sportsmanship. The problem is not an easy one but its importance is sufficiently great to merit far more consideration than has been given to it up to date. When these youngsters go forth into adult life they must have a good sense of equity, a willingness to give as well as take, an understanding of the need for and value of fair play in every activity. The sighted child acquires much of the understanding that is carried into adult life, in the field of competitive games, and it is reasonable to assume that the same medium will serve the blind child.

*Competitive Environment.* All too often the graduate of a school for the blind loses employment because he resents any criticism of work done and particularly resents the supervisor's efforts to have him improve his efficiency. In the school for the blind the pupil may make a basket, weave a rug, assemble a brush, or make something out of wood; and both teachers and visitors pay many compliments to his effort. As a result the student is given the impression that he or she is a superior craftsman whose work is beyond reproach.

I have asked many instructors how many hours were required for the pupil to make a particular item and the usual answer is, "Oh, I don't know, that student worked on that item the whole semester." Obviously the student was not working against the factor of time and apparently there is generally no effort on the part of the instructor to emphasize the relationship between time and the product.

Sighted workers in a plant learn much by visual observation of their neighbors and improve their efficiency by imitating the physical manipulation of experienced, efficient co-workers. The blind person cannot learn

through this method and accordingly works on a mental island.

If, in the school for the blind, this student has never been taught rapid, coordinated manipulation of materials and if he has never been given any understanding of the relationship between time and the finished product, it is easy to understand the resentment and rebellion that come into his mind when the foreman tries to get him to speed up and to keep pace with his sighted associates. If a blind student in a high school makes a basket, that student should be kept fully informed as to the amount of time he has used in making the basket, the comparison between his production time and that of a sighted worker in the basket factory making the same article, and the amount of money he would receive for making the basket on a commercial basis. When the student realizes that he would make about three cents an hour on a commercial basis, he will be interested in developing manipulative speed so as to be able to earn an acceptable hourly rate in a commercial plant. The same principle can be applied to the weaving of rugs, making of brushes, or anything else.

During the high school years, the student should be placed in competitive employment in his home town during the summer vacation period. If the student lives on a farm, a definite program of work should be planned by the instructor in full cooperation with the parents, and the student should make a report of the summer's activities at the end of the vacation period. The work done should be compared very frankly with the use of similar time in the same activities by sighted persons, in order that the blind student will have a proper measure of his or her efficiency in comparison with the normal. Three summer vacations in competitive employment, properly directed and evaluated, would do much to improve the employability of the graduate and to avoid many of the causes of failure when the rehabilitation employment



counselor works with the graduate in developing a lifetime employment career.

*Personal Habits.* Far too many blind persons as well as sighted persons lose their jobs because of objectionable personal habits even though they have adequate skill and ability for the job that has been secured for them. The records of agencies for the adult blind are replete with case histories of job failures which can be traced to such things as bad personal grooming and hygiene, weird facial expressions, conspicuous and off-normal body posture, demanding attitude for special personal services from others, non-expression of appreciation for services rendered, failure to voluntarily pay a neighbor with friendly service in return for that person's thoughtfulness, bad table manners, borrowing money from co-workers, tardiness in arriving on the job and tendency to depart early, efforts to "braille" all sighted associates from head to foot, whistling and singing when it distracts others, telling stories that are out of place at a particular time, engaging in heated arguments about religion, politics, or any other controversial subject and similar characteristics which are not conducive to social acceptance by others.

In the rehabilitation field for adults much attention is now being given to an activity called personal and social adjustment of the individual, and many agencies are providing special intensive training to rehabilitation clients in an effort to correct these objectionable personal habits and to establish acceptable habits in their place.

The schools for the blind can reduce this problem considerably by giving special attention to it. Years of experience have proved that the average student cannot build acceptable personal social habits without considerable help. Sighted children enjoy the benefit of the caustic criticism of their associates when they do things that are objectionable. Blindness insulates our students from this benefit, and it must be supplied by the staff

of the school for the blind. The average parent and other members of the family treat the blind student as a visitor or guest when that student is home on summer vacation and most of them think they are unkind if they criticize the blind child's social behavior. Here again, the school for the blind must recognize its replacement of parental care, and must supply necessary understanding and training for the blind student in order that he may have a reasonable chance to work successfully in the sighted adult world.

*Understanding.* Career failures of graduates of schools for the blind can be traced almost entirely to their lack of understanding of the standards of the sighted world. Blessed is the blind child who has sighted friends who will give him unbiased, constructive criticism at all times.

One commercial company has an advertising slogan which says, "Your best friend won't tell you," but the best friend of a blind person is that individual who does tell him when he is out of step with the rest of the world; and the person who shelters the blind person from frank evaluation and comparison with the performance of sighted persons cannot be called "best friend." One young man with whom I had an interview several years ago, in an effort to defend his attitude declared heatedly, "You would rather have one criticism than twenty compliments." I assured him that his conclusion was absolutely correct, because it takes far more interest and will power on the part of a truly best friend to give criticism than it does to give praise.

If the blind child is trained to look for and to accept without bitterness objective evaluation of his performance in comparison with that of the sighted world, that child is well on his way to a successful career in any field that is compatible with his skill and ability. The door of opportunity, both in employment and social living, will open with surprising ease.



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## ORIENTATION AND PREVOCATIONAL WORK TRY-OUTS FOR THE BLIND

SAM THORNTON

I SHALL NOT TRY to speak of the ideologies concerning orientation or prevocational training for the simple reason that I know some of you might say, if only to yourselves, "If that guy thinks that's the best way, why aren't they doing it in Dayton?" I will confine my remarks to what we are doing or what we are trying to do in Dayton at the present time. However, I will make this statement—if we knew a more feasible approach we would certainly be trying it.

The end result of rehabilitation should be and must be a vocational objective leading to the client's self-sufficiency or to the greatest possible degree thereof. How glibly we often make that statement! How completely does it overlook the untold hours necessary to approach the goal, the false starts, the failures, and finally "hitting the right combination."

I sometimes liken the counselor's situation to the condition described in *First Mortgage* by Cooke. It goes something like this:

"Away up there alone above, without a thing to make it of, the world was made without a flaw, without a hammer or a saw. Without a bit of wood or stone, without a bit of flesh and bone, without a board or nail or screw, or anything to nail it to. Without a foothold or a trace of anything at all but space. The only thing the Lord could do was simply speak a word or two—and if the story told is true, the world came boldly into view."

I think that all of us in working with certain clients have had the feeling of being without a foothold or a trace of anything but space. We have those of flesh and bone who sit at home like wood or stone. In making the world the Lord just spoke a word or two, but mere words are not enough in the employment manager's view.

The need for a careful study of the capacities of the blind for direct placement in jobs has long been evident. Psychologically, adjusting to the loss of sight is probably more difficult than adjusting to any other handicap. United States service studies indicate that maladjustments were more severe among the blind than among those with any other type of disability. It has been my experience at Goodwill Industries and I am sure that it is the experience of you, the experience of those responsible for the retraining of the handicapped, that the biggest part of our job is not to teach a new skill or its use, but to develop proper and normal attitudes in the job or community life situation.

"It is the business of rehabilitation," R. E. Watkins, executive director of Goodwill Industries, says, "to first of all prepare men to live full lives instead of the fragmentary lives they commonly do. Furthermore, the needs should receive attention in proportion to their importance, which of course varies somewhat with the individual; lavish attention should not be given to a minor need at the expense of a major one." These needs, Mr. Watkins thought of under the following heads: physical health; training for work; experience in

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Sam Thornton is employees' relations director for Goodwill Industries, Dayton, Ohio. The address printed here was given at a meeting in Toledo.



work; appreciation of social, religious, economic and aesthetic values; a sense of proportion and a knowledge of life, its purpose and philosophy.

We do not propose to accomplish all of this in the course of an eight-week program. Many of them are long time propositions and may be achieved only as the result of the teamwork of all of those concerned with the needs of the individual. Most of us are aware of the severe limitations of the total experience of our blind and the need for orientation combined with an exploratory period. The Goodwill training center's aim is to assist the adult blind to acquire the physical, social and psychological habits necessary for normal family and community life. This involves to a great extent orientation to surroundings, counseling, training for self-help, instruction in appropriate and acceptable methods of travel, training in various crafts, and work experimentation with machines, woodworking, upholstery, the metal working shops, assembly and clerical, and retail applications.

We proposed that the program of instruction be developed around the individual. What the trainee was, what he does at the center, what he hopes to do when he leaves, are to be given consideration. The professional staff of the Goodwill center is primarily concerned with social adjustment and training and of course works with trainees as individuals in order that they may learn about, and prepare for, desirable future activities. Prime consideration is given to general adjustment to social activities and work experimentation rather than to training through prolonged periods of instruction in special skills.

The first phase of our program centers on the restoration of self-confidence by teaching the blind person practical methods of taking care of his personal needs and dealing with other people. These principles will enable him to become versatile and permit him to enjoy freedom from dependency. While this person

is going through his retraining, and, by the way, that includes practical instruction in personal hygiene, he is also undergoing an extensive program of testing and interviewing, designed to gather such relevant and reliable facts as will form some basis for his evaluation. These facts are basic to an analysis of his strengths and weaknesses. Processes of evaluation are constantly going on during the entire time the client is at the center. Standard psychological tests are aids in getting to know this person. In many cases, some doubt has been cast upon their validity because of the limited experience and education of many of our clients. These tests are designed to help us know the client better and in a shorter length of time than is generally required in actual day-to-day contact. While we do not wish to detract from the tests for the blind I do think that unless they are compared with actual work situations they are of questionable relative value. Trade try-outs, which are designed to test in a practical situation the aptitude of the individual and to develop an interest in vocations through sampling his interests and aptitudes may be termed pragmatic testing.

There are three broad purposes that we hope to achieve in an orientation and pre-vocational work try-out program; *first*: to determine through diagnostic testing and pragmatic testing, the abilities, vocational interests, and limitation of each trainee; *second*: in the light of all attainable information to provide different types of activities in order to determine each trainee's ability to perform the type of work for which he is best suited.

It is imperative that the program be carried out in an environment designed to duplicate the problems of the situation which would be encountered in everyday living. There must be a persistent endeavor to stimulate the trainee to acquire new interests, develop self confidence and accept the limitations imposed by blindness, and thus enable him to develop his native abilities to a maximum



degree. Within this broad topic of orientation and prevocational work tryouts there is a *third* aim upon which we have but lightly touched. This, in my estimation, is the most important single factor to consider in any rehabilitation program for an individual. That is the question of conceptual adjustment. Anything that impairs the antennae with which we keep in contact with the world will, of course, impair our ability to adjust ourselves to it. Radios with bad aerials, submarines with broken periscopes, and human beings with deficient perceptual machinery are at a comparable disadvantage.

Hence diminished acuteness of vision, hearing or any other sense constitutes a real and important difficulty in effecting smooth life adjustment. These defects may be merely transitory but many individuals are permanently handicapped by one or several types of deficiency. Deficiencies in perception; visual, for example, cause trouble in three ways. First of all, they cause the individual to learn to use other available stimuli, i.e., certain signals, certain information. Second, they make for a considerable waste of energy in the effort to overcome the handicap. And, finally, all such deficiencies like all other human shortcomings, bring about an emotional reaction on the part of the individual which is usually unhappy. Through experience and observation we have come to look for certain dominant patterns resulting from particular types of disabilities. For example, in the deaf we find paranoid type delusion; in the cardiac the anxiety pattern is predominant; with the orthopedic, we find aggressiveness which is manifested in different forms. In the case of blindness it is not unusual to find symptoms of depression withdrawal and feelings of inferiority. These, while not peculiar to the particular types mentioned, are often prominent and seem to form a basic pattern in many cases. These are the hurdles that must be passed before placement can be effected. Fortunately, there is a mechanism deep in the

interior of the human mind which automatically endeavors to make up for deficiencies of any sort—perceptual, physical, social, or whatever they may be. This compensation is sometimes automatic and unconsciously accomplished; sometimes it is a deliberate conscious process. These compensations or adjustments go on continually and are seen in varying degrees in all of us. After all, how successful the adjustment, is just a matter of opinion; and then again, it is also a matter of whose opinion. Many of our so-called maladjusted blind have adjusted quite satisfactorily in their own opinion. That is, they have made their life more livable for themselves in their present environment. That is the condition the counselor is often confronted with, and must overcome. The treatment of these maladjustments is a very complex art. It has not been formulated, as has medical treatment, into definite therapies of universal application. Each specific situation must be studied by itself and treatment devised to fit the case. We can discuss methods of approach in general. In working with these personalities, there are just three kinds of things that we can do: (1) We can move the individual into or out of a situation temporarily or permanently; (2) We may rearrange the situation, keeping the same people there, but changing their rights and duties or their activities; (3) We may leave the same individual in the same relationship but try to change his attitudes. We may, of course, utilize any combination of these. In attempting to use any of these methods, it is important that we look at personalities as the result of past causes, not as subjects for moral judgment. As Goethe remarked, "We seek not an indictment, but an explanation."

The ultimate purpose is to make human lives more worth living. And within this larger purpose the role of orientation and work tryouts, I think, is to teach the blind that they can live successfully with other people. It is good to remember that this is



not a process to which you can assign a time limit.

In an eight-week period we do make a relatively valid evaluation, we do familiarize our people with what they may expect from the sighted world, and what the sighted world may expect from them.

Like all successful enterprises, rehabilitation is based on the cooperate functioning of all its unit agencies. While extremely important, the orientation and exploratory center is just a part of a complex *organization*.

In conclusion, I would like to tell you an incident from my boyhood. It concerns Charlie Camel, the so-called sage of Scatter-gun Hill. Charlie was a horse and mule trader, and even today when I think of Charlie Camel I remember the long keen whip he

always carried as a mark of his profession. On occasions Charlie used to drive out and reconnoiter the countryside for prospective trades, and once in awhile one of us town boys would be permitted to accompany this "august personage" as a special reward for extra work around the sales barn. I remember one fine spring day Charlie and I were driving down one of those lovely old country roads and as was Charlie's custom he would idly pick flies off the back of the "pacing mare," or clip a leaf from a nearby bush or pluck a daisy from the roadside by a flick of his whip. I saw a hornet's nest hanging from a nearby limb. "Charlie," I said, "I'll bet you could clip off that hornet's nest over there." Charlie shifted his chew to the other side and said, "No, sonny, not that. That's an organization!"

## AN OPEN LETTER TO EDUCATORS IN SCHOOLS AND CLASSES FOR BLIND CHILDREN

Dear Fellow Educators:

This letter is a personal greeting from the new full-time Consultant in Education at the American Foundation for the Blind. This appointment reflects the strong desire on the part of the Foundation to be of service to those who are deeply concerned with meeting the educational needs of blind boys and girls in all of our schools and classes.

The office in which this consultant works is truly your office. It is hoped that through your suggestions we can become the link between requests from the field and the resources of the Foundation in serving you. We realize that education is not an exact science. No one poses as an expert with all the answers. However, by combining the opinions of educators in the field with those in our office, and with co-operation in our honest efforts, we should be able to go far in sharing the best thinking in our field.

The first problems confronting this consultant were, more or less, the natural ones which are involved in setting up a new service. On August 1, 1950 there were many files which had to be studied. There were requests on hand which the Foundation had been unable to fill for some time. Much of this type of work has, at present, fallen into a logical pattern.

Those of you in the field will not be surprised to know that the most numerous of our requests come from parents of blind babies. The obligation to serve these parents is great. We hope to add to the excellent work which has already been done in several of your schools and at the Foundation. We hope to combine the thinking of many of you experts with that of your consultant and present that effort in an open letter to parents. Material is being gathered for this project at the present time. We are also considering



other possible services which can be of value to parents. We are contemplating a serious study of existing programs designed for the training of blind preschool children and their parents. We shall welcome your ideas about the advisability of sponsoring a course for the training of teachers of blind pre-school children.

It has been a source of inspiration for your consultant to note the genuine interest that ophthalmologists at the present time are taking toward the need for the establishment of more facilities for educating parents of blind children. The Foundation is cooperating on this type of request from one of our outstanding hospitals as this article is being written.

Some work has been done in connection with the Midcentury White House Conference on Children and Youth. We are happy to report that the American Association of Instructors of the Blind, the American Association of Workers for the Blind, and the American Foundation for the Blind are presenting a united effort in this program. We are all interested in the best possible opportunities for our blind children to become an integral part of all phases of our community living. We realize that the study which we conduct in this broad area is one of the greatest values of this type of conference.

We are revising the Talking Book Educational Lending Library Service with which most of you are familiar and about which you will hear more in the future. We also hope to work out an educational division of the Foundation's National Personnel Service which will be discussed in greater detail in the future by the executive director of the Foundation.

From an examination of numerous requests on hand it seems that there are three or four studies which could be well worth our time and effort. When the possibilities for these projects are examined in detail, we shall question you in regard to your opinion

as to the relative merit of each. There is no wish to inflict or impose projects upon any school program. Research is far too time-consuming and expensive to permit the launching of studies for which there is no real need.

Your consultant sees this office as a sort of clearing house for outstanding contributions to the education of blind children. We know that all schools have made greater strides in certain areas than in others. We would like to help point up your special achievements as an inspiration to others. This can be achieved most effectively through conferences with you. We hope to schedule many of these conferences along with present requests from the field. You will understand that such visits are purely for the purpose of gaining information from experienced educators so that it may be shared with newcomers to the field.

If at any time your school is engaged in a project in which you feel that the experience of your consultant might be helpful, please call on the Foundation. You may secure the service of this office by addressing your request to Mr. M. Robert Barnett, executive director of the American Foundation for the Blind.

The Foundation is expressing its desire to serve all blind people by establishing this new full-time consultant service in the very important area of the education of blind boys and girls at all age levels in our schools. Numerous and varied requests come to the offices of the Foundation each day. They come from all parts of the world. We are constantly attempting to answer these requests on the basis of the best scientific evidence which is available in our country. In all things of an educational nature we hope to develop a sane and sympathetic philosophy which we can share and explain. Through your questions and suggestions, may we continue to refine our own philosophy to the best interest of every individual who seeks our guidance.

—Georgie Lee Abel



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## MOTOR PERFORMANCE OF VISUALLY HANDICAPPED CHILDREN

CHARLES BUELL, Ed. D.

THIS STUDY HAS ATTEMPTED to measure gross motor performance of blind and partially seeing children by means of a battery of tests, including the 50-yard dash, basketball throw for distance, standing broad jump, and Iowa Brace Test. About one fifth of all the children over ten years of age in schools and classes for the blind were included in the study. The writer gave the tests to 865 children in twelve residential schools and eight braille classes. This is the largest and most representative sample ever obtained for research in the motor performance of the visually handicapped.

The normative-survey method was used in this study, and some consideration was given to such causal relations as amount of vision, duration of visual handicap, physical education, and attitude of parents toward their children. Mean performances of the visually handicapped were compared with norms for seeing children. Comparisons were made by obtaining means, standard deviations, probable errors, and significance of differences of the means.

Data concerning age, height and weight of pupils was obtained from school records. From conferences with pupils and members of the school staff, information on the duration of visual handicap, amount of vision,

and attitude of parents toward their children, was obtained.

The amount of vision was interpreted here in terms of usefulness. Those with enough vision to see sidewalks and follow them easily were classified as partially seeing, while children with no useful vision were listed as blind. The sample was representative of the total population in schools for the blind, in that thirty-six per cent of the children had no useful vision. One fourth of the blind children lost their vision after six years of age.

Ages of the boys and girls taking part in the study were fairly well distributed. More than half of the pupils had attended a special school for at least six years. Classified as over-protected were twenty-seven per cent of the blind and eleven per cent of the partially seeing.

Due to the educational lag of children in schools for the blind, chronological age, rather than academic level, was the basis for dividing the group taking the Iowa Brace Test. The effect of giving an extra trial in this test was studied.

Using the factors of age, height and weight, best-fit classification indexes were obtained by solving four-variable problems in partial and multiple correlation techniques. From these indexes, four classification charts were constructed for various groups of visually handicapped children—partially seeing boys, blind boys, partially seeing girls, and blind girls. The charts for girls include the factors of age, height and weight, while those for

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The above is a summary of a doctoral dissertation accepted by the graduate division of the University of California in June 1950.

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boys are based on age and height. In each classification scheme the weightings of these factors are different.

Achievement scales were used to equate the track and field performances of children of dissimilar ages. The reliability of track and field events for visually handicapped children received some consideration. Evidence was introduced to show that the group of tests used in the battery probably measure gross motor performance as reliably as any device available at the present time.

From the data presented in this study, the following conclusions were drawn:

(1) On all levels of the Iowa Brace Test, the scores of the visually handicapped fall far below those of seeing children. The weakness of children with defective vision seems to be general, rather than specific in nature. In no one factor—body control, static balance, coordination, or agility, do they consistently fall below seeing children. By giving the visually handicapped a third trial in the Iowa Brace Test, their scores are not raised enough to equal those of seeing children.

(2) In most track and field events, mean scores for pupils in schools for the blind fall far below those for seeing children. The visually handicapped score lowest in the basketball throw for distance and perform significantly better in running than in throwing. Due to intensive training in the event, high school boys with defective vision excel the seeing in the standing broad jump. The mean scores in running and jumping of older pupils in schools for the blind more nearly approach the norms for the seeing than do the scores of the younger visually handicapped children. Boys with defective vision perform relatively better than do girls. Special schools usually provide more physical education for the male sex.

(3) The weakness of the visually handicapped in track and field work is a result of limited physical activity before entering school. This is caused by lack of vision and

parental overprotection. Also, blind children have particular difficulty in learning to throw; and fear of injury, weaving back and forth, and holding on to a guide wire, are handicaps in running.

(4) In comparison with the seeing, children with defective vision perform just as consistently in track and field events. Correlation coefficients between trials are over  $+ .90$  for the visually handicapped.

(5) When the track and field performances of the blind and partially seeing were compared on Buell's achievement scales, some significant differences were found. The partially seeing excelled in running and throwing, and in the girls' broad jump. In the boys' broad jump older pupils performed equally as well as did the partially seeing.

(6) In the Iowa Brace Test, the partially seeing score better than the blind in both elementary groups and on the junior high school level for girls. There is little difference between the scores of the blind and the partially seeing on the high school level and for the boys in junior high school. This would indicate that blind girls and boys make good progress in the ability to use their muscles after entering school. There is not much difference in the performance of the blind and partially seeing in most stunts of the Iowa Brace Test. The partially seeing definitely excel in two stunts of balance, one foot—touch head and one knee—head to floor, in which the blind have difficulty in judging the distance of the upper part of the body from the floor.

(7) Overprotected blind and partially seeing boys and girls perform below normal in running, jumping, throwing, and on most levels of the Iowa Brace Test, while there is little difference between the performances of neglected visually handicapped children and those with normal home backgrounds. For children in schools for the blind, the attitude of parental overprotection influences performance in track and field events, and scores on



a stunt type test. In so far as motor performance is concerned, parental neglect is to be preferred to overprotection. This point was raised because one cannot overemphasize the harm done to visually handicapped children by overprotective parents.

(8) Children who lose their vision after six years of age do not have as much difficulty in adjusting to physical activities as do those blind from early childhood. Recently blinded girls perform better in running, throwing and jumping. Boys who lose their vision after six years of age throw the basketball further than do those who have never seen this intricate act. The visual factor is very important in learning to throw.

(9) In the classification plan now commonly used in schools for the blind, boys and girls whose sum of exponents is below 12 do not perform as well in running, throwing, and jumping, as do children whose sum of exponents is between 13 and 20. A class should be added for the younger boys, and another for the girls.

(10) A high correlation exists between the empirical plan now used to classify children with defective vision and the best-fit indexes developed in this study. Age and height have somewhat similar weightings in the classification of seeing and visually handicapped children. Because of low correlations between performance and factors of age, height and weight, valid classification indexes have not been developed for either seeing or visually handicapped secondary school girls.

(11) The classification of visually handicapped students differs from that of seeing children in some respects. In elementary and junior high schools, weight influences the performance of seeing students much more than that of children with defective vision. Correlations between performance and age, height and weight are much higher for secondary school seeing boys than for visually handicapped boys of high school age.

(12) Some of the achievement scales in

*Sports for the Blind* are in need of revision because they are too difficult for the boys and girls. The records of the National Athletic Association of Schools for the Blind, upon which some of these scales were based, are not representative of the performance of visually handicapped children in running, jumping, and throwing. Since the blind perform below the partially seeing in most track and field events, separate scales should be constructed for the two groups. It is hoped the weaknesses referred to above have been overcome in the achievement scales which were part of the study.

(13) In comparison with achievement scales for seeing children, the scales for those with defective vision cover a wider range of performance. In the scales presented here, there is a tendency for the range of performance below the mean to exceed that above the mean.

There are several implications of this study. Among the factors which affect the motor performance of visually handicapped children and which should help guide teachers of physical education are: (1) amount of vision, (2) duration of visual handicap, (3) attitude of parents toward their children, and (4) the physical education received in school and elsewhere. If the teacher considers the factors that influence motor performance, he can better evaluate and send home a more accurate mark of a pupil's work in physical education.

It is hoped that this study may, in some measure, serve to stimulate and direct those who are interested in advancing the status of physical education for visually handicapped children. Claims and beliefs are futile arguments for this costly program of special education. If physical education for children with defective vision is to receive the recognition it deserves, facts must be produced. Workers in the field must approach their problems with more objectivity, intelligence and enthusiasm.



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## RECENT DEVELOPMENTS IN SENSORY DEVICES FOR THE BLIND

CLIFFORD M. WITCHER, PH.D.

RESEARCH WORK ON TECHNICAL AIDS for the blind has proceeded along two more or less distinct lines: (1) the development of appliances to overcome various small, but bothersome specific limitations of blindness; and (2) attempts to develop a workable substitute for the sense of sight applicable to more complex situations, such as those involved in travel and the reading of ink print. Progress in the first direction has, as is well known, been quite substantial. The problems involved were not difficult, and in many cases the solutions lay in extremely simple adaptations of existing items, such as clocks, thermometers, scales for weighing, and the like. Even the talking book, which has perhaps benefited the blind more than any other technical aid, required little basic research for its development. A few completely original devices which have resulted from the work on overcoming specific limitations have involved slightly more difficult problems, but even they required little in the way of exploration of completely unknown fields. The Liessens music writer, the circular slide rule for mathematical calculation, and the auditory circuit analyzer for making electrical measurements, represent important devices of this type.

Although the kinds of appliances which we have just mentioned might be correctly termed "sensory devices", this term has now

come to be applied almost entirely to devices which represent attempts to solve the vastly more difficult problems of finding sensory substitutes for sight in the complex situations involved in such activities as travel and the reading of printed material. As is doubtless well known to most readers of this report, this baffling problem has occupied the attention of some of the best scientists of the present century. Numerous sensory devices have actually been constructed, ranging from relatively simple apparatus for the detection and location of obstacles, to the complex device known as the R.C.A. "recognition type reading machine", which employs more than 250 vacuum tubes. Some of these have been briefly described by the writer in previous articles, and other descriptions abound. Numerous tests to determine the practical utility of all these devices have been carried out, both in the United States and in England, but in every case the results have been negative.

One may reasonably ask: "Why has every attempt to develop a crude substitute for the sense of sight failed? If our radar systems can detect, and in some cases actually identify, objects many miles away through fog and darkness, why cannot a suitable sensory device for the blind readily be developed?"

It has been only during the past year or two that we have begun to get some notion of the answer. The key has been provided by two somewhat closely related developments in recent scientific thought. The first of these is the new approach to the study of the operation of the brain and nervous system devel-

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oped by Prof. Norbert Wiener and his collaborators, and now generally referred to as "cybernetics". The second is the mathematical theory of communication recently evolved by Prof. Claude Shannon and his co-workers. The theory of communication enables us for the first time to define clearly what we mean by "information" and to get a clear notion of the *rate* at which information can be passed through a communication system. Cybernetics, defined by Wiener as "the science of communication and control," furnishes the connection between the theory of communication and the operation of the brain and nervous system.

The chief way in which these new ideas have contributed to our understanding of the sensory substitution problem has been to bring us to the full realization of the vast superiority of the sense of sight as a channel for conveying information to the brain as compared with all other sensory channels. Thus the difficulty with which we are faced is that of finding some other sensory channel which can bring information to the brain *fast* enough and *accurately* enough for use in the complex situations involved in travel and reading.

Let us see how this idea applies in the case of travel devices. Every travel device which has been built thus far acts similarly to a narrow beam flashlight in that it can provide at any one moment information about a sufficiently large part of the environment. This process of scanning is confusing and time consuming, and, incidentally, rather conspicuous. When the device detects an obstacle, it must provide the user with information sufficient to give him a rough idea of the distance of the obstacle from him. But every scheme for accomplishing this thus far conceived has required *time*—time in some cases for the device to produce the signal, and always time to allow the brain of the user to interpret, or decode, the information which the device gives. Thus, for all devices so far

constructed, the time needed for scanning, plus that needed for interpreting the "language" of the device, has been so great as to make all of them useless for safe travel at normal speed.

In the case of reading devices, such as the historic optophone and the more modern so-called "electronic pencil," the situation is somewhat different. These devices will transmit their "language" to the listener at any speed he may desire. Their chief difficulty lies in the fact that their languages are too complicated and have too many "syllables," or changes in sound, to permit easy interpretation. With devices of this kind every letter of the alphabet constitutes a complex sound pattern which may involve as many as four distinct changes between its beginning and end. Furthermore, these sound patterns are not clear cut, like those of good speech.

Devices like the Naumberg visagraph, which produce magnified, embossed facsimiles of printed letters, are subject to the same difficulty, but in slightly different form. As is well known, the material produced by such devices can be read by experienced readers at a speed of thirty to forty words per minute. However, it appears very difficult to attain speeds much higher than this. On the other hand, we know that good braille readers often attain speeds of 150 to 200 words per minute. Again the explanation lies in an examination of the nature of the information which the reader is receiving from the device, or rather from the page on which his fingers rest. The shapes of printed letters simply contain too much detail to be quickly identified by touch. Thus again, our information is of a type which is not clear cut and contains superfluous detail.

Reading devices like the R.C.A. recognition reading machine are so complex and so expensive that, even if they were made to perform satisfactorily, they could never be of much good to the blind. They will therefore not be discussed further here.



Returning for a moment to travel devices, it may be well to point out the answer to one question which is being asked more and more frequently of late on account of the increasing popularity of television. Why might it not be possible to utilize an easily portable television camera to give a blind person some sort of picture of his environment? After all, the information picked up by television cameras is transmitted through wires and through space to television receivers many miles away. Aside from the engineering difficulties, here again the answer lies in the fact that no way other than vision has as yet been discovered for channeling this sort of information into the human brain in a form which the brain can interpret.

Thus we see in a rough way how the new ideas about information and the action of the brain and nervous system have apparently led to a valid diagnosis of our fundamental difficulty. And now, we ask, can these new ideas also provide us with a solution to the difficulty?

The first attempt to apply these ideas was begun only about a year ago by Prof. Wiener of the Massachusetts Institute of Technology and his co-workers, Prof. J. B. Wiesner, and others. It consists of a device for the deaf rather than the blind, but is of interest as an illustration of how the new ideas are applied. It has been known for many years that a totally deaf person cannot possibly learn to understand speech by touching the vibrating diaphragm of a loudspeaker or telephone receiver. True, the deaf person can receive *some* information in this way, even enough to follow intricate musical rhythms, but it is not sufficiently clear cut to provide an understanding of speech. Wiener and Wiesner proposed the idea of allowing the sounds in speech to cause vibration of several different diaphragms, but in such a way that one of the diaphragms would only respond to very low-pitched sounds, one only to very high-pitched sounds, and the others to distinct bands of

sound at intermediate pitches. With this sort of an arrangement, every spoken word would appear as a sort of vibration *pattern* on the diaphragms. If there were five such diaphragms (as was the case on the first model), the user could place the five fingers of his hand on them so as to receive the patterns of sound. Thus he could get much more information about the spoken words, *perhaps* enough to learn to understand them.

Experimental tests with this device look moderately hopeful thus far. The writer personally observed one deaf-blind person using this apparatus. This man still retained a little speech, but his pronunciation was quite indistinct. But with a device of this kind he could *check up* on his pronunciation of words and actually *compare* the patterns of sound which he produced with those produced when others spoke the same word. This "feedback" process occupies a very important place in our new ways of thinking about nervous activity, but we cannot go into it in more detail here. Suffice it to say that, with less than an hour's use, the man whom the writer observed was able to improve his own pronunciation of several words considerably and also actually identify some few words spoken by another person into the device.

An attempt to apply the theory to the development of a travel device for the blind is now beginning at the Massachusetts Institute of Technology. Suggested some time ago by the writer, this idea is an attempt to make use of a fact which we have all known for years, but perhaps never fully appreciated. It is the fact that the rate of flow of information to the brain in the process of reading braille seems to be far greater than that of any other method of acquiring information by touch. In fact, with good braille readers, the speed at which information reaches the brain and is interpreted by it is quite comparable with the speed of ordinary speech, which is probably the fastest auditory means of conveying information. Thus it would seem that very



simple patterns composed of dots like those of braille and covering an area comparable with the size of a few braille cells, may have very good possibilities for providing readily decodable information. Suppose that we had a small metal box on the top surface of which was a small, pie-shaped array of holes not more than one inch from center to edge. Suppose further that pins with rounded tips were located in the holes and were so arranged that they would project slightly above the surface of the box when the travel device to which it was connected picked up an obstacle. Pins on the outermost circle would represent obstacles perhaps ten to twelve feet away. Those closer to the center would represent nearer obstacles. Pins in the right hand portion of the array would be raised by obstacles to the right of the path, those in the center portion by obstacles directly ahead, and so on. Hence, at any instant, simply by moving the finger slightly, a crude picture of the positions of all obstacles near enough to need attention would be at hand.

A device to simulate this scheme is now being built at the Massachusetts Institute of Technology. To be sure, it is more complex than the schemes so far used for signal presentation, but it is the first arrangement which makes it possible to try to utilize the high rates of information transfer provided by braille. Will it work? We may know more about it a year from now.

We should not conclude this discussion without mentioning a rather striking form of obstacle detection device which has recently been developed. Although this device is of the same narrow beam type as all the others previously built, the inventor, Dr. Heinz Kallman of New York City, has succeeded in making it far more compact and far more efficient from the standpoint of power consumption than any other device previously known. Because of its extreme compactness and efficiency, it may well serve as the basic detector unit in a more adequate form of

travel device. Dr. Kallman is now very generously cooperating with us at the American Foundation for the Blind in further work on this device. One long dreamed-of hope connected with the problem of building a travel device is that of finding a reliable way of detecting step-downs or drops. In fact, until this problem is definitely solved, we can never consider that we have a usable device. Dr. Kallman's apparatus now affords some promise in this direction.

From what has been said, then, two points clearly stand out: in the first place, we must fully recognize the fact that we are still far from a workable solution to the problem of a substitute for the sense of sight. On the other hand, the fact that we have at last gained some insight into the basic nature of our difficulties gives us a renewed eagerness to find the answer to this all-important problem.

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#### WORKERS' CONFERENCE

The 1950 Conference of the New York State Federation of Workers for the Blind had as its theme "A Mid-Century Review and Preview of Progress in Work for the Blind." It was held at Binghamton on September 28 and 29. At the banquet on Thursday evening, Peter J. Salmon gave an address on the above topic, and the Blind Work Association honored Chester B. Lord and Mrs. Louise R. Weed who have contributed greatly to the welfare of the blind in the local community. Speakers at other sessions were Miss Grace S. Harper of the State Commission for the Blind, Arthur Copeland, of the Industrial Home, Miss Evelyn C. McKay, of McKay Associates, W. Earl Quay, of the Pennsylvania Association for the Blind, Herbert Brown, of the State Commission and Frank J. Muench, Jr., of the U.S. Department of Labor. The following officers were re-elected: W. Stanley Wartenberg, president; Mrs. Elizabeth Locke, secretary; and Miss Nell Horton, treasurer. Michael Supa succeeds Mrs. Nerine Coffin as vice-president.



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## THE FUTURE OF BRAILLE

EDWARD J. WATERHOUSE

*Introductory Note: The future of braille continues to be one of the most challenging subjects for discussion whenever blind or seeing thinkers in work for the blind get together. During recent years, much thought and actual experimentation has gone into attempts to forecast what that future will be. In the following article, one of those most keenly interested and most closely identified with such attempts sets forth for broader attention the basic problem and points up a general direction which he feels should guide current study.*

The interests of braille readers fall mainly into four categories—general recreation, the pursuit of information, education, and religious inspiration. Through periodicals and books supplied by special groups, the religious needs of braille readers are apparently well supplied. Educational material is obtained free of charge from the American Printing House for the Blind, or else from volunteer transcribers. The trend towards enrollment of blind students in public high schools is perhaps making increased demands on the volunteers, although the growing practice of recording on discs, also by volunteers, may produce an opposite effect. However, there is a need for braille material in high schools and colleges which requires consideration.

Under the heading, "the pursuit of information," come such matters as technical books, works of reference, vocational guidance material, and so forth, which usually are too specialized to appeal to more than a small group of readers, but which nevertheless are of vital importance to the few. To a large extent this kind of material is supplied by volunteers, and there is a plentiful demand for more.

The general recreational needs of braille readers are met partly by the Library of Congress in a well-organized program, and partly through the circulation of a number of magazines of which the braille editions of the *Reader's Digest*, *The Weekly News*, and the *Matilda Ziegler Magazine for the Blind* alone total over 30,000 copies each month—all supplied free of charge.

There is abundant data to show that the braille circulating libraries distribute fewer titles nowadays than before the advent of talking books. On the other hand, there are indications in some regions that the rate of decline is retarding, and it is possible that increased magazine reading may have offset much of the decline in the reading of books. It is an obvious fact that a great deal of braille material is being read and will continue to be read during the foreseeable future. It is the task of publishers of braille material to analyze the needs of their readers and to plan a program accordingly. It seems particularly important to study the situation at this time when the pressure of rising costs, as well as other factors, may reduce, for a time, the amount of material embossed in braille.

From the foregoing, it may be seen that books are selected for embossing either to meet a specific need, or in anticipation of a

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Edward J. Waterhouse is manager of the Howe Press and teacher of mathematics at Perkins Institution and Massachusetts School for the Blind.



general demand. The bulk of the former are hand-transcribed by volunteers, while most of the latter are purchased for distributing libraries by the Library of Congress. Both these processes at present have their weaknesses, most of which are traceable to technical difficulties, and these often lead to serious handicaps, or, at the best, inconveniences, to braille readers.

"General interest" books are at present ordered in lots of twenty-five copies, one for each of the existing distributing libraries. Some librarians complain that they receive material which never leaves the shelves; a situation which exists, apparently, in public libraries also. Because of the bulky nature of braille, this is undoubtedly a serious matter. However, it is not a universal condition, for the Perkins Institution librarians state that they have few, if any, titles which have never been read, though they state that some books pass out of circulation after a few years' use. Some librarians could make good use of several copies of a book during the peak of its popularity.

Far more serious is the fact that braille readers often desire material which is not available. In this respect they are still definitely handicapped, compared with seeing readers. In spite of the great progress in recognizing the needs of the blind which has been made since the days of Haüy and Braille, and in spite of generous expenditure of public and private funds, the total number of titles available to the braille reader is pitifully small.

The braille reader who cannot get what he wants from his library may be able to make arrangements for a volunteer to transcribe the book for him, or he may hire or borrow the eyes of another. Compare either of these procedures with the comparable situation involving seeing people.

There is no simple remedy for this. Obviously, under existing conditions of cost, the Library of Congress cannot increase appreciably the number of titles embossed annually.

It is difficult to see how the method of selection can be radically improved so that books will circulate more frequently. If any man exists who can foretell the interests and tastes of readers a few months hence, a rosy future awaits him in the publishing business. If any appreciable improvement is to be made, it seems that it must come from technical developments.

The process of making braille books may be split into three parts—transcribing, printing, and binding. When performed by professionals using stereographing machines, transcribing is costly. It involves a training period of twelve or more months. It is exacting work which deserves fair pay. A rough figure would be a dollar per print page for an average novel.

Printing costs depend upon the number of copies in a run. The time consumed in putting zinc plates on the press varies with the equipment, but with the short runs common with braille books, it costs almost as much to print five copies as twenty-five. An average figure for twenty-five copies is \$2.00 per volume, and for five copies, perhaps \$8.00 a volume. Binding costs depend entirely on the type of cover used, and vary from practically nothing for a paper back to \$1.00 or more for a substantial gold-lettered book.

The above figures are relative. They indicate the comparative costs of the various activities combined in making a volume.

One way of saving transcribing costs is to use volunteer labor. But although volunteers are plentiful and skillful, few would be willing to operate power-driven equipment even if it were available. Our problem is to reproduce hand-embossed braille in whatever quantity it is needed. The V.S.B. Uformite Process, which was developed by the Volunteers Service for the Blind in Philadelphia, is an excellent way of obtaining good copies from material produced with a slate or braille writer, and deserves wider usage. However, it produces only one-side braille, and the



problem of bulk is so serious that the process cannot be considered a complete answer to our problems.

It seems necessary to develop some rather costly equipment of a semi-automatic nature to scan hand-copied braille and reproduce it in quantity. There are various ways in which this might be accomplished, but the technical details are not relevant here. The equipment should be such that short or long runs may be made quickly and inexpensively. The ideal situation would be one in which a

blind reader could make a request for material and receive it within a month or less, and in which the Library of Congress could order few or many copies of a title, including repeat runs, and receive them quickly and inexpensively. To accomplish this a costly program of mechanical development is required, combining the efforts of all interested groups. Some time must elapse before this work can be accomplished, but it is reasonable to hope that improved service to braille readers can be provided.



## THE BLIND OF JAPAN

T. YOSHIMOTO

I THINK IT WILL INTEREST YOU to hear something about the progress of work for the blind in Japan and to see what an inspiration the examples of England and America have been to us. I am not giving you by any means a full report, but only telling you of some outstanding things.

First of all we opened the way for the higher education of the more gifted amongst the blind themselves, who would obviously make good leaders. Next we published a book entitled *The Soul of England*, to interest the general public as well as government authorities, it being chiefly about English social services and the Christian soil from which they sprang. One chapter was exclusively concerning the blind. The Ministry of Education and a department of the Home Office, which later was made into the Ministry of Health, distributed the book to all social service agencies. Some colleges used the book in their social service classes, thus helping to create an enlightened public opin-

ion. As a result the education of the blind was rebuilt on the British model, and later it was made compulsory.

A welfare centre, called "The Lighthouse for the Blind" was started in Osaka by Takeo Iwahashi, following the visit of Miss Winifred Holt (later Mrs. Mather) to Japan, and this is now rendering very good service to the blind of that locality. A good National Library for the Blind was started some years ago by K. Homma, a very able Christian blind man. It was destroyed during the war, but he has now re-started it. Besides the above, many societies for the blind have sprung up, which are still very small.

Massage is taught in every school for the blind and this occupation has proved to be almost the best for the blind of Japan. About twenty-five per cent of the blind are now engaged in this profession. However, because this has proved such a good occupation for the blind for so many years, industrial training for them has been totally neglected. This kind of training is one of the most urgent needs in Japan, especially for blind women.

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T. Yoshimoto is a successful blind business man who attended the Oxford Conference in August, 1949.



The final examination in massage, which the blind have to pass, has been raised to the highest level and we are hoping to encourage blind students from other Far Eastern countries to come and study massage in Japan with a view to its being taken up in their countries. Many years ago I was able to point out in my reports at two international conferences, that massage was one of the best occupations for the blind, and this led to its being adopted in the West.

A weekly newspaper for the blind is published by the *Osaka Mainichi*, one of the two most influential newspapers in Japan with the largest circulation. This braille edition not only publishes a summary of the week's news, but devotes considerable space to matters of special interest to the blind and articles written by leaders of the blind. It has at present over 4,000 paying blind subscribers. The editor for nearly twenty years was Kyotaro Nakamura, a blind man who studied work for the blind in England and America. People going over the Mainichi Building are more impressed by this enterprise for the blind than by anything else they are shown, even including the equipment capable of printing over 2,400,000 copies of the newspaper for the sighted public.

Besides publishing the weekly newspaper for the blind the Mainichi people have contributed much towards educational and welfare services for the blind by publishing braille textbooks for schools for the blind and by organizing sports and other forms of healthy competition for the blind. They sometimes run a mobile clinic for the general health of the blind, which includes ophthalmic services. In not a few cases this has resulted in recovery of sight by blind persons. They also organise occasional nation-wide campaigns to help create public opinion in favour of helping blind people, and jointly with the Osaka Lighthouse for the Blind have twice invited Helen Keller from America for the same purpose.

The Mojin Kirisuto Shinko Kai (Association of the Christian Blind) is an organization consisting of a large number of blind Japanese Christians. It started about thirty years ago and has grown slowly but steadily. As its organ it regularly publishes a magazine called *Shinko* (Faith), and in addition to embossing the whole of the Bible in braille (34 volumes), has published about a hundred Christian books in braille. It has also helped to open the way for the higher education of promising young blind persons who would become leaders in the Japanese blind world.

It is pleasant to note that most of the welfare services which are now carried on by the blind of Japan, owe their origin to influence exerted or initiative taken by some of the members of the Association. Typical of these are the establishment of such institutions as homes for blind women, libraries and welfare centres; and educating public opinion to understand how best to help the blind. The Association has helped greatly in laying the foundation for the education of the blind in special schools which now total nearly seventy. It also originally started the braille newspaper mentioned above, which was afterwards taken over by the *Osaka Mainichi*. During the war it started work for the rehabilitation of soldiers, sailors, airmen and civilians who had lost their sight, which was later taken over by the Ministry of Health and Education. It helped the blind of Korea by sending them a stereotyping machine, by means of which the whole New Testament was produced in braille. It also stimulated friends of the blind in China to emboss the entire Bible in Chinese Mandarin Braille and it sent several hundred copies of *Pilgrim's Progress* in Mandarin Braille as a gift to the Chinese blind.

The progress of work for the blind in Japan, starting as it did with prayer and the circulation of the Bible; going on to the preparation of workers through the higher education of some of the blind themselves



in a Christian college and extending to work for the blind of Korea and China, finally reached the point of helping in the preparation of a Disabled Persons Act, since passed into law, and the inviting of Helen Keller for the second time for a nationwide campaign with General MacArthur's approval and help. All of this contributed towards the post-war reconstruction of Japan.

Christians are still in the minority amongst the blind, but it has been a creative minority all along, as most of its leaders are Christians. The fruit of the Spirit is love, so the true welfare of the blind has ever been in the hearts of the workers, guided as they were by the finger of God.

The Disabled Persons Act and National Assistance Act in England and similar Acts in the United States drew their vital nourishment from the Christian soil out of which they sprang in the nineteenth century, as social justice and Christian charity are beautifully combined in them. They have proved all along a real inspiration and guide to Japan and will be so in the future to many less privileged countries. Unfortunately there are millions of blind people in Asia, Africa and elsewhere who are indeed in a pitiable plight. However, I am very thankful to find that England and America are trying more and more to do what they can to help these unfortunate people, and the coming of help from UNESCO will mean much, too. I feel that the countries who are giving of their best in this way will make a great contribution towards the peace of the world.

As the example of William Jackson, who laid down his life for the blind of Burma, after doing so much for them, has proved such an inspiration to us and to others, so I hope that the blind of Japan may be used more and more to help some of the less privileged blind people of the Far East and thus contribute something towards the welfare of the blind of the whole world.

## BRaille SPORTS MAGAZINE POSSIBLE

Those who read braille have often wished that they might have sports news as it is printed in popular magazines, not merely the scores of games or the spectacular happenings in current sports, but articles that would bring them some of the excitement and pleasure of the unusual in sports and the human interest features of those who participate in sports. Also, some have felt that they would like to have some tangible explanation of sports terms which might be obscure if they have never seen the sport. For example, how many know what the "T formation" is in football, or what a baseball diamond really looks like? Would a braille diagram help them to enjoy football, baseball, or basketball more fully?

Jacob Twersky, instructor in history at the College of the City of New York, former collegiate wrestler, and an ardent sports enthusiast, has planned an experimental issue of a sports magazine, excerpting articles appearing in eleven publications—just a sample of selected good reading on sports. There are no sponsors for the magazine, so it will have to be purchased by braille readers. The Industrial Home for the Blind of Brooklyn has agreed to pay for the printing of the first issue and Mr. Ierardi of the National Braille Press has agreed to print copies of it for as many as write in to say they wish it. Thereafter, if there is sufficient demand, the magazine will be published at regular intervals and sold at a subscription price of approximately \$1.25 per issue. If the magazine is published four times a year, this will mean that the rate will be \$5.00. If it is published more often, the additional cost will be added.

If you would like to read the sample copy, write to Mr. Jacob Twersky, c/o Industrial Home for the Blind, 520 Gates Avenue, Brooklyn 16, N. Y. This will be your magazine and its publication depends on you.



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## BOOK REVIEWS

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Psychology and Art of the Blind. By G. Révész. Translated from the German by Dr. H. A. Wolff. London and New York: Longmans, Green and Co., 1950. 338 pp. \$8.50

The book is a translation of *Die Formwelt des Tastsinnes* which appeared in 1938. In this comprehensive and well-illustrated work, Révész endeavors to lay "the theoretical foundation for haptics and for the psychology of the blind." The author in his newly written preface writes rather presumptuously, "I am offering the first treatise on tactile aesthetics, the first foundation for aesthetics and art of the blind." It is regrettable that he did not inform himself of the literature previously published in this field.

After a discussion of the fundamental problems of space perception, Révész develops a theory strongly leaning toward the one of Lowenfeld and Münz in which he distinguishes between the haptic of the seeing ("optified haptics") and the haptic of the blind ("pure autonomous haptic"). He points out that the seeing translate their tactile perceptions into visual ones—they optify; while the blind rely on their tactile perceptions as such. Révész criticizes the fact that "optical questions and methods governed the whole field of haptics and the psychology of the blind," but when it comes to an evaluation of haptic aesthetics in the sculptures of the blind he not only accepts the judgment of seeing persons, but derives from their opinions the conclusion that they are "unartistic personal expression of subjective experiences, and are not governed by any canons of form." This conclusion is preceded by the statement that "the autoplasmic (haptic) method of representation is entirely unsuitable for expressing emotions and feelings in a manner

generally understandable." The expression of such value judgments, at a time when modern art in its strong individual modes of expression has taught us that the degree of communicability is by no means an expression of artistic value, is more than surprising; especially in an analysis of tactile aesthetics.

It is somehow the tragic fate of the author to postulate an "autonomous way of treating the haptic," but to succumb to his own subjective visual experiences. He writes: "We can make the statement that the haptic is entirely independent of the sense of vision and develops its world by means of its own laws." In spite of that we find throughout the book visual aesthetic evaluations applied to haptic form perception.

The book is excellently translated from the German by Dr. H. A. Wolff and, in spite of the many contradictory statements, deserves serious consideration.

—Viktor Lowenfeld

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Psychological Diagnosis and Counseling of the Adult Blind. By Wilma Donahue and Donald Dabelstein, editors. New York: American Foundation for the Blind, 1950. 173 pp. \$2.00

From the proceedings of a University of Michigan conference in 1947 on the psychological diagnosis and counseling of the adult blind, Dr. Donahue and Dr. Dabelstein have selected certain papers which they rightly look upon as significant contributions to knowledge regarding problems associated with blindness. These papers also point up the need for a well-planned, integrated, yet broadly conceived, research program in the psychological evaluation and adjustment of



the blind. Only through such a program can those hard, all too real, yet tantalizingly amorphous barriers of ignorance be broken down which set the blind apart vocationally and socially. The need for research of this kind has existed for many a year. It is only within the past decade, however, that trends in research theory and technique which have been evolving in general psychology and related fields have acquired sufficient clarity of design so that their close applicability to the problems of the blind can be recognized. At last, there is genuine possibility of fundamental work being initiated in this area as a result of this conference, which was itself an outgrowth of the urgent need within the rehabilitation services for adequate diagnosis and counseling of the adult blind.

*Psychological Diagnosis and Counseling of the Adult Blind* is important reading for those whose job it is to help blind adults with their problems of personal and vocational adjustment, even though some of the more highly technical papers will be skipped by social workers and others whose vocabularies follow other paths. The book is of most direct consequence to the trained psychologist and vocational counselor but it should receive thoughtful attention from graduate students preparing for work with the handicapped.

Space does not permit discussing each of the twelve stimulating, challenging papers here presented. To this reviewer the most satisfying aspect of the book as a whole is its freedom from stereotype and superficiality. There is a readiness to acknowledge the present dearth of adequate psychological techniques for diagnosis and counseling for this particular group of the handicapped. The magnitude of the task involved in adequate research is recognized. Suggestions are advanced looking toward the organization and implementation of dynamic and original research. It is greatly to be hoped that the National Psychological Research Council for the Blind which had its birth in the Michigan

conference will receive the support it merits, both professionally and financially.

—KATHRYN E. MAXFIELD

## SCHOLARSHIPS

The American Foundation for the Blind scholarships of the following students have been renewed for the year 1950-51: Imogene Cheesman—Kentucky, Richard H. Evensen—Massachusetts, Fuller Hale—Missouri, Geneva Harrison—Michigan, Lula May Hudson—Tennessee, Lelia Jensen—Montana, Vera McClain—Alabama, W. Noyes Macomber—Massachusetts, Olga Oen—North Dakota, John Sutton—Texas, and Oliver Willis—West Virginia.

The following are new recipients of scholarships for the present year. Rodney E. Hoover—California, Emerald McKenzie—New York, Eileen P. Noone—Pennsylvania, James Warrick—Tennessee, Bonifacio Yturbide—Nevada, Leslie Zacharias—Wisconsin.

Braille copies of the Transcribers' Guide to Standard English Braille by Bernard Krebs may be obtained free from the New York Guild for the Jewish Blind, 1880 Broadway, New York.

## OUTLOOK FOR THE BLIND

and

## THE TEACHERS FORUM

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## BULLETIN BOARD

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*The Cleveland Society for the Blind*—The Society has recently carried out a successful program of sight restoration among its clients. A description of this program by Dr. Charles I. Thomas may be found in the January 1950 issue of the *Ohio State Medical Journal*, entitled "Sight Restoration Program of the Cleveland Society for the Blind." Agency executives may wish to call this article to the attention of the ophthalmologists serving on their boards.

*Michigan School for the Blind*—Two new teachers have joined the staff to replace two who left at the end of last year. Miss Donna Campbell is the new first and second grade sight-saving teacher. She was graduated from Michigan State Normal College and taught last year in the regular grades of the public schools of Royal Oak. Miss Alfrieda Radke is the third grade braille teacher. She was trained in the Michigan School for the Blind teacher training program last year and was graduated from Michigan State College in June.

The school opened its third teacher training program on September 25th. This year's class consists of eight students. Two of these are from Michigan State Normal College in Ypsilanti and the other six are from Michigan State College in East Lansing. The program is conducted in cooperation with these two colleges. The students live at the school during their period of training and do all of their academic work on the school grounds. Their course includes directed observation and practice teaching with blind and partially sighted children.

*Perkins Institution and Massachusetts School for the Blind*—Angeliki, a twelve-year-old Greek girl who neither sees nor hears, and who landed in New York in September expecting to be received at an institution which did not exist, has been accepted at Perkins Institution, where she will receive a year's schooling. Her teacher, Miss Avrilla Vlachou, accompanied her. Funds to provide this education have been furnished by the American Foundation for the Blind, and Dr. Gabriel Farrell, Director of Perkins Institution, has generously arranged a very special cost rate for the care and instruction of Angeliki and Miss Vlachou.

The Foundation has been advised by Mr. John Barclay, Director of International Health for Children in London, that his organization will in the final instance be responsible for the return of Angeliki to Greece if he is advised after a year's training that she cannot be educated in the United States. When school is not in session, little Angeliki will find a home awaiting her on the farm of Mrs. Margaret Bonnlander, of Chester, Vermont.

*The Lighthouse for the Blind*—Eleven blind professional musicians participated in the Lighthouse annual music festival in Carnegie Recital Hall. Funds donated for the purpose by the late William N. Cohen and William Webster Theile have made this music festival a regular annual affair.

The youngest artist, Marcia Mendelson, aged 15, was the soloist in Mozart's Piano Concerto in A Minor, assisted by Ruth Johnson, piano and organ instructor in the Lighthouse Music School.



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### SOME FRUITS OF WORK FOR THE BLIND DURING THE PAST FIFTY YEARS

PETER J. SALMON

IT CAN BE SAFELY SAID that there has been more accomplished for the blind in the past fifty years than was done in the preceding centuries back to the beginning of the Christian era.

In 1900 there still prevailed much of the protective neglect that had characterized the outlook toward the blind down through the centuries. While blind youth received an education from the residential schools for the blind, and while this educational system had been well developed in the United States since the 1830's, at the same time it was not an education which fitted the blind person for a life work, except as piano tuners and music teachers. For most students it meant returning home to an unsatisfactory existence. This

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This address was given at the New York State Federation of Workers for the Blind Convention held at Binghamton, New York, September 27-29, 1950.

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Mr. Peter J. Salmon is executive director of the Industrial Home for the Blind, Brooklyn, New York.

existence was made the more unhappy because of the idleness it imposed and also because of the very fact of attendance at the residential school, usually a distance away, and because of the environment of the school, often so much better than that of the blind child's home. The whole experience at school made for discontent with his home environment when he returned. It is true that individual blind persons made their way in the world, as many do today, without any agency help, as there were so few agencies for the blind in 1900. And their achievement was not because of the educational system, but rather in spite of it. On the other hand, it was not the function of the educational system to carry on work for the adult blind; but because the educators of the blind were aware of the situation confronting their graduates and others who left before graduation, some of the schools for the blind considered seriously going into the field of work for the adult blind, not from choice,



but from necessity. Such attempts, where made, were for the most part ultimately abandoned.

At the turn of the century, there was a workshop for the adult blind operating in South Boston, Mass., established by Perkins Institution and Massachusetts School for the Blind back in 1840, as a demonstration of what could be done; and it is interesting to note that this workshop was started within a decade of the establishment of the school itself. While the shop was small, and purposely so, it proved its point, and became the forerunner of the workshop movement, which after many vicissitudes and much maligning is today one of the most substantial and one of the most essential programs offering work opportunities for blind persons. For the calendar year 1949, by way of example, the fifty workshops identified with National Industries for the Blind gave employment to 2,604 blind persons, provided wages of \$2,382,000 and did a gross business of \$10,967,000. All told there are approximately 100 workshops for the blind in the United States. These shops not only provide employment, but offer training which has become much more formalized during the past ten years. In some instances, though not in all, workshops act as a vestibule through which blind persons pass, receiving evaluation and training that fits them for competitive employment in the outside world. While this idea is not new, and in fact was envisioned by such early pioneers as Eben P. Murford, when he established the Industrial Home for the Blind in 1893, yet it took many years before the workshops became anything but a place where blind persons were employed. The outlook for the workshop movement in 1900 was far from hopeful, and there was very little in it to be proud of during the first twenty-five years of this century. World War I gave some impetus, but the shops were not ready at that time to take advantage of the opportunities afforded during this period of industrial boom, nor were they ready for the boom of

the 1920's. However, some beginnings were made during this period, so that by the time World War II arrived, the shops had also arrived to a considerable extent, and were able to make a significant contribution to the war effort, winning commendation from the Army, Navy and Maritime Commission.

The passage of the Wagner-O'Day Act in 1938 and the Barden-LaFollette Act in 1943 had a marked effect for the better on the workshop movement for the blind; and before leaving this brief and sketchy account of the workshop movement, it is interesting to note that one of the fruits of this movement as far as other groups of handicapped are concerned is that while the blind pioneered in it, the whole trend today is for expansion of existing workshops for the handicapped and creation of new ones. Federal legislation pending would greatly strengthen and advance the workshop movement for all the handicapped.

While in 1900 there were those who conceived the idea of placing blind persons in competitive employment outside the workshops, little was done in regard to this, with the exception of the efforts made by Florence Birchard in Massachusetts and Liborio Delfino in Philadelphia. These efforts served as a demonstration, but it remained for Joseph F. Clunk to create the spark that showed the way, not only to workers for the blind, but to industry itself, through his high-powered, unrelenting efforts to place blind persons in industry. While World War I could have provided a real opportunity for advancement of the placement program for the blind, placements were so poorly made that most of the blind persons who got jobs in industry during this critical period were dismissed as soon as the emergency was over. By 1940, however, enough "savvy" had been gained and the idea of selective placement had taken enough root to bring about a very good showing by the blind in the war effort during the five succeeding years. Here too, however, the temptation to place blind persons on an expediency basis



had the only result which could be expected, and that was the displacement of blind persons as soon as the emergency ended. Now, as we enter the second half of the century, we find the United States at an all time high with respect to employment with some 62,000,000 persons gainfully employed, and probably less than 2,000,000 unemployed. Today a real opportunity is offered to the placement agents of the blind, and it is to be hoped that the sad experience of previous years will deter them from seeking placements on anything but a sound selective basis.

In 1900 the two chief occupations for the blind that stood out were piano tuning and teaching, chiefly the teaching of music. Piano tuning continues to provide occupation for blind persons, and the teaching field has been expanded to include many of the academic subjects. Positions, while not too numerous, have been obtained by blind persons who have gained recognition as professors in several of the colleges of the United States. Civil Service requirements have in many instances barred blind persons with ability from teaching in various sections of the country. The blind masseur, the physiotherapist, and the blind osteopath, have all had difficult roads to follow, but by persistent and praiseworthy effort, they have made an invaluable record for themselves, though their numbers are still small, much too small. Lawyers among the blind constitute a very small percentage, and here again, a most difficult task has been faced by the blind attorney. I have always felt that the better than average blind person, and particularly the professional blind person, has a much more difficult road to travel than does the blind person of lesser ability.

We referred in the beginning to the protective neglect of the blind back through the centuries, and that a certain amount of it still persisted in 1900; and in fact, there is all too much of it even today. It accounts in part for the difficulty that a qualified blind person experiences in trying to make his way in

competitive industry or in the professions. It seems to be based on the one hand on the part of the public on a great and abiding fear of blindness itself; and on the other hand, on a warm human desire to do something for the blind on an emotional basis. It seems to make it difficult, and understandably so, for the public, under such circumstances, to reconcile their concept of the blind person with an acceptance of him on a rational basis with sighted individuals. A great deal remains to be done in the area of public relations, an area in which we, as agencies for the blind, have failed miserably, and an area in which we must take a considerable amount of the onus in the attitude toward the blind by the public. However, there are fruitful developments which have had their beginnings in the past few years, and which ultimately may reduce, if not entirely wipe out, this unhappy attitude toward the blind by the public. Attempts are being made by agencies for the blind to develop public relations in its broader sense by the use of all the advertising and publicity media, and even though this is still on a very limited basis, it is indeed a hopeful sign, and whereas in 1900 there was a dearth of literature on the subject of the blind, there exists now a considerable number of works devoted to the blind and the interest in this field is definitely increasing year by year. On the other side of the picture, the blind themselves are being much better informed, not only through braille, which at best is cumbersome, but by the wide use of the talking book, and the development of the radio and talking pictures. Even television has its advantage for those blind persons who have some remaining sight. All of this goes toward putting the blind person in a better position to be informed, and therefore to be able to converse and come more in accord with his neighbors.

In this discussion no attempt has been made to catalogue all of the developments in the field of work for the blind during the past fifty years. We have said nothing, for example,



about the far-reaching development of the day classes for the blind in public schools and classes for the conservation of vision, and the vital movement for the prevention of blindness itself. Nor have we pointed up the great advance which has come in this field through the establishment in the early part of the past half century of the home teaching service, one of the most valuable services for the newly blind. Nor have we stressed the development of the Commissions for the Blind which also began just after the turn of this century, and which have had such an impact on the whole field of work for the blind. No reference has been made, either, to the development of the private agencies for the blind, which in many instances had their inception in the workshop movement, but are today developed into general agencies with many specialized services provided on behalf of the blind; among these services may be mentioned the resident homes, vacation camps, development of medical services, and the establishment of a formalized program for the deaf-blind. Untold too is the story of the development of the guide dog and the cane technique as aids for the blind, with the possible electronic or other scientific approach to guidance of the blind, a possibility on the horizon.

The new approach to adjustment for the blind which had its inception in the Army program of World War II, is a story in itself, and is a most progressive element in today's program of service to the blind. And so one might continue to catalogue the fruitful developments of the past half century, but in order to prevent this from becoming a large volume, we are leaving much of the development of the past half century to others, including possibly Dr. Robert B. Irwin, who has had in mind for a long time the writing of a book on the subject.

There is one further subject that is pertinent to our discussion today, and that is the impact of legislation on the field of work for the blind. Fortunately for us with our many

shortcomings, which have been so amply pointed out to us by our friends, we were wise enough to develop, about twenty-five years ago, a definition of blindness, which at once indicated the persons to whom the services of the agency for the blind were to be given, and on the other hand, have made it possible for us to present to the federal and state legislatures of the country, a program which could be identified with the group for whom it was intended. It is safe to say that we might well have failed in our legislative attempts had not this definition of blindness made it possible for us to give at least some accounting of the numbers to be served and the degree of sight which was envisioned by the definition of blindness. Here again, we have no intention of cataloguing the various pieces of legislation passed by the federal and state legislatures; we are more concerned with the fruitful developments that have come from some of the major pieces of legislation. The Wagner-O'Day and the Barden-LaFollette Acts have both been cited. Each of these has had a marked and salutary effect on the programs of service to the blind, and in fact, each of them would be worthy of a long and separate discussion of the changes for the better which they have brought to our entire field. If we say no more about them, it is only because we feel their importance too much to begin a discussion without being able to carry it through in an address of this kind. The only other piece of major legislation we wish to mention is the Social Security Act passed in 1935 which provided a separate article for the blind, the now famous Title 10. The Social Security Act brought a new and enlightened approach in providing assistance to the needy, including the needy blind. It is a far cry from the dole system which prevailed in so many sections of the country at the turn of the century, and indeed for many years afterward. The recognition of the separate category for the blind didn't meet with the approval of all concerned, especially those



in the social work field, who felt that special treatment of the blind was unnecessary. Workers for the blind, however, have been pretty much a unit in their belief that the special needs of the blind could be met best by having categorical aid set up under a separate title, and when the present Social Security Act, passed in 1950—Public Law 734—was being considered, workers for the blind insisted on maintaining Title 10, and finally this was accomplished. In addition, a special exemption of \$50 per month of earned income is provided for on a voluntary basis until July 1952, and after that it becomes mandatory. Also, blind persons may now come under the provisions of Old Age and Survivors Insurance, a provision which we believe augurs well as a step in the right direction for the blind. During this half century, we in work for the blind have striven in season and out, for the specialized approach to work for the blind. Many of our friends dealing with other types of the handicapped and other general welfare workers disagree with this viewpoint; however, if we look back to 1900 we find that nothing was accomplished for the blind until the advent of the specialized agency which devoted itself exclusively to promoting the interests of the blind. On the other hand, we have learned through sad experience that where the blind were grouped with other handicapped persons, whether this was in the school for the blind and deaf, or in agencies serving various handicapped persons including the blind, the fact remains that the blind were neglected. The reasons for this are well known to workers for the blind. One of the chief reasons of course, is the necessity for the personalized and individualized service which the blind need if they are to be given a fair chance for success. And it is always difficult to present statistics which show large numbers served at a cost per capita which is comparable to that of other handicapped persons. Also the slow development in the field of work for the blind requires a great deal of faith in the

blind and a zeal and patience that can surmount difficulty, and at times, failure of particular projects. Admittedly adherent in this specialized approach is the fact that we may tend to segregate the blind more than we should, even though our objective is to place blind persons, wherever possible, back into the stream of competitive employment and back into community life with their sighted neighbors. There has been some feeling that this specialized approach in work for the blind is such that it would exclude other groups of handicapped from benefits enjoyed by the blind, either through legislation or otherwise. This is a fallacy. We in work for the blind desire that other groups of the handicapped, and particularly the severely handicapped, should have their own specialized services, and indeed there is some progress along this line in such fields as work for the tuberculous, the cerebral palsy, and the cardiac groups. With the general group of the handicapped, the lack of an adequate definition is a great drawback to them. Based on our own experience, we can highly commend the specialized approach to the problems of the severely handicapped. Those of us who are concerned with work for the blind in its day by day aspects find a great deal to disturb us. The amount of work that remains to be done seems unending. Many of the problems we face, seem at times insurmountable, and yet whether we look back over the half century which has just passed, or whether we look ahead to the future, we cannot help but be optimistic and grateful for the advances that have been made in the whole approach to work for the blind during these past fifty years, and the outlook for the future. And whatever we may feel or whatever may be said of our shortcomings by others, it is a truism to state that the newly blinded person today has at his disposal a much more enlightened, human, yet formalized approach to his problems than was the case, not only in 1900, but even ten years ago.



May we not hope that tomorrow, not only will there be adequate facilities for adjustment, for training, for employment of the blind individual commensurate with his abilities, but that there will be a better understanding and acceptance of the blind by the

public, and that both the agency serving the blind and the blind individual himself will do their part toward creating a better understanding which can lead to full acceptance of the blind by the public. What greater fruitfulness of endeavor could there be?

## WE HAVE A SIESTA PERIOD

INA E. HUBBARD

WHILE VISITING A former pupil at Stephens College, in Columbia, Mo., the writer was told that her young hostess would have to be excused for an hour. Between one and two o'clock each day every girl was required, so she said, to be in her own dormitory room and not even her parents were allowed to visit her during this siesta period. The purpose of this siesta was to provide a quiet, restful period of relaxation in an otherwise strenuous day of varying activities.

While waiting for the hour to pass, the idea of a period of rest near the middle of the day in a school for the blind kept coming to mind. If teen-age college girls needed rest, how much more valuable would it be for the pupils in our school who had a long exacting school day.

In the fall of 1946, after favorable reaction on the part of the superintendent, teachers and housemothers, the daily schedule was planned so that a fifteen-minute period of exercise would follow the lunch hour, and would be followed by a half-hour of rest to be known as "siesta." At the ringing of a bell all pupils were to go to their dormitories, remove their shoes, throw back the bedspreads, and then lie down for a half-hour. No radios were to be turned on; there was to be no talking or

any idle movement around the room. Pupils were asked to observe complete quiet.

Yes, some boys thought it was "sissy" to lie down in the middle of the day; some pupils thought they could rest better if radios were turned on softly; some of the older children disliked to give up the time from their studies. Doubtless there were some adults who thought that it was a waste of time.

But we tried it for a year. In spite of all objections, gradually the boys who thought it a sissy idea were glad to have that time to rest; it was found that some of the pupils went to sleep even without the radios on; and when pupils returned from summer vacation, a good number stated that they really missed siesta at home, while others said that they kept it up during vacation.

At the end of a year and a half, the physical education teachers were asked to evaluate the siesta period in our particular set-up. They felt that the plan was good for all concerned, that they "got more out of" the children in the afternoon, that they seemed to be more relaxed, that it "boosted morale." One child was quoted as saying that "that little half hour is a big boost for us."

Perhaps this idea of a rest period is not new. I have heard of one eastern school that has such a period, but only one. We think that the idea is worth something.

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## THE ENVIRONMENTAL SUPPORTS OF PUBLIC ATTITUDES TOWARD THE BLIND

HERBERT RUSALEM

FROM THE LATE eighteenth century, when the first organized attempts were made to educate the sightless, until the present day, individuals and groups engaged in work for the blind have been concerned with the nature and influence of public attitudes toward the visually handicapped. In tracing the career of Valentin Häuy, French (4) has suggested that the contrast between the attitudes of the seeing toward the gifted Maria Theresa Von Paradis and toward a group of "comic" blind musicians contributed to the motivation which led to the founding of the first school for the blind in Paris. In the intervening years, the growing body of literature in this field has reflected the intuitive and philosophical conclusions of students and practitioners relative to the role of cultural attitudes toward lack of vision. Perhaps the climax in this movement toward realization of the vital part played by attitudes was reached in 1948 when Michael Shortley (10), the director of the office of Vocational Rehabilitation, in an address before the American Association of Workers for the Blind unequivocally faced the issue, declaring: "Social prejudice is the greatest barrier facing the handicapped in their fight for the right to live happy, useful, and well-adjusted lives." As a further development, the A.A.W.B., during its 1949 convention conducted a panel dealing exclusively with attitudes of and toward the blind.

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This progress in understanding the importance of the problem has not yet been matched by progress toward the collection of a body of objective data in this area which may be used as a focus in planning effective social action. Throughout the years, limited personal observation, conjecture, and unabashed guessing have been the primary ingredients in statements made about attitudes in relation to blindness. A search through the library of the American Foundation for the Blind has revealed no studies reporting experimental findings on this subject. Not only have educators and other workers with the blind been handicapped by the need for exact knowledge, but there has been lacking a theoretical framework which might give impetus to research efforts.

The combined effects of inadequate knowledge and theory coupled with an apathy toward pure research among many workers for the blind have made it increasingly difficult to relate single experiments to a larger structure of meaning. Therefore, this writer has borrowed the concept of environmental supports from the social psychology of attitudes toward minorities and has sought to fit his data to the limits of that concept. In experimentally identifying those physical, sociological and psychological manifestations which distinguish blindness in the public mind, it seems that an interpretation in terms of environmental supports is a fruitful approach, if, indeed, its transfer from one field to another may be legitimately made.

Two questions may be legitimately raised



at this point. 1. Is there a fairly consistent set of attitudes toward the blind in our culture? 2. If so, do these attitudes embody a structure which is related to that of attitudes toward racial and religious minorities?

In the absence of experimental data, the circumstantial answer to the first question appears to be in the affirmative. Beyond the utterances of observers and specialists in work for the blind previously mentioned, several other social phenomena tend to point to the reality of such attitudes. Perhaps most significant and most reinforcing is the legal helping structure which we have erected in this country. The fact that the Congress and the several state legislatures have singled out the blind for special assistance legislation, providing for aid to the needy blind, income tax exemption, free mailing privileges, special arrangements for vending stands and sheltered workshops, and other provisions seems to be a tacit indication that the status of the blind individual is imbued with difference. Even where rehabilitation legislation such as the Barden-La Follette Amendment has been passed, it explicitly differentiated the blind from other handicapped groups. Blindness has been interpreted as rendering the individual more helpless, necessitating unusual action to encourage vocational adjustment. The presence of this legislation upon the statute books appears to suggest a persistent public attitude that the blind possess particular attributes differing from those of the normal population. In the same light, the establishment and maintenance of service agencies supported by voluntary contributions indicates a generalized belief that disablement is acute, and that recovery to previous social effectiveness is unlikely, since the bulk of such agency services are custodial. Certainly, these social arrangements give little evidence of public attitudes reflecting unre-served and undifferentiated assimilation of the blind into the general population.

In the second place, even a casual examina-

tion of the press indicates that it reserves a special role for the blind. If we can accept the newspapers and other periodicals of our culture as mirrors of public attitudes, it would seem that whereas physically normal individuals need to behave luridly, sensationally, or atypically in order to merit space, the blind individual need only perform the commonplace and the expected. A casual review of newspaper clippings has revealed an inclination on the part of the press to consider most ordinary acts newsworthy when accomplished by a visually handicapped person. Thus within the space of a single week, the metropolitan press devoted space to the efficiency of a blind switchboard operator, the graduation of a blind young man from an arts college, and the ability of a blind young woman to engage in public relations work for an agency for the blind. It is doubtful whether similar achievements by seeing individuals would ever have reached the editorial desk of the dailies in question. On the basis of what has been noted, one conclusion may be reached. Public attitudes toward the blind do not ordinarily anticipate such achievements, and consequently indicate that a different status is reserved for them. In other words, the fact that a handicapped individual moves beyond the level of expected success is sufficient to set in motion the "man bites dog" or "gee whiz" formula which characterizes many newspaper human interest stories.

In the third place, there seems to be some anecdotal evidence (which most certainly should be confirmed or negated by experimental studies) that in meeting the problems of sightlessness, the newly blinded operate with the same preconceptions of blindness which they had prior to the loss of sight. If it can be established that such introjection functions as suggested by Berthold Lowenfeld (7) and Hector Chevigny (2), then it is significant for us to study the nature of these first reactions to blindness. Almost



invariably the literature reports shock, depression, anxiety, fear and guilt, stemming apparently from previously absorbed cultural stereotypes of helplessness, loss of the sex role, and social inadequacy. Research is needed to determine the extent to which the emotions described above grow out of the experience of being blind and how much from pre-existing cultural introjections.

Finally, the industrial experience of the blind during the war years and thereafter seems to establish the existence of a body of attitudes directed toward them. In the face of crucial manpower shortages, the visually handicapped were placed in employment in sufficiently large numbers to permit an objective examination of their performance. In studies conducted by the United States Civil Service Commission (3), the Office of Vocational Rehabilitation (3), and the Bureau of Labor Statistics (9), employers consistently rated the blind as equal or superior to "normal" workers in almost every factor of production. Studies by private corporations substantiated these findings. Yet, in the post-war era, despite proven efficiency and loyalty when properly trained and placed, the blind have found increasingly imposing barriers set up to their continued employment. The objective evidence indicates that denial of employment to the visually handicapped represents a real loss to the employer in terms of labor turnover, quality of production, and absenteeism. Yet, despite improved training and placement techniques developed by agencies, employment discrimination remains a major problem in this field. It is felt that employer action in this area which is so patently in contradiction to self-interest, is a resultant of rather inflexible attitudes toward the blind, many of which are culturally determined and must be examined in respect to their origins and continuance in our social setting.

On the basis of the above exposition it may be suggested that a body of cultural attitudes

is, in fact, maintained toward the blind, and that, although the more exact identification of such attitudes waits upon further research, some functional comparisons are feasible with research data concerning public attitudes toward racial, religious and national minorities in the United States.

In response to the second question, the application of findings concerning minority groups to attitudes toward the blind in respect to environmental supports hinges upon the consideration of similarity between the two areas. Unfortunately, the absence of scientific data makes such a procedure a hypothetical venture. Yet, there is some evidence in terms of intuitive and deductive materials which may lend some substance to this course of action. For example, Krech and Crutchfield (5) preface their chapter on "Racial Prejudice in the United States" with the statement: "The general principles discussed in this chapter are also applicable to other forms of minority-group prejudices." This statement has special significance in that the structure of supports suggested by them has been adapted for this presentation.

Other evidence has appeared sporadically which tends to support certain parallels between the social psychology of the handicapped and that of racial, religious, and social minorities. In his study of the psychology of blindness, Lowenfeld has consistently pointed out this similarity and the corollary that many of the problems of the visually handicapped in our society will be solved only as the public attitude toward all minorities attains a more rational character. In discussing Lewin's (6) statement that minority groups tend to accept that implicit judgment of those who have status even where the judgment is directed against themselves, Meyerson (8) points out, "this is as true of the disabled minority as it is of the racial and cultural minorities." By implication then, one may transfer some findings from one area to another.



Barker (1) in describing the underprivileged social position of the disabled, delineates the existing limitations in employment opportunities, and social and recreational activities. "In these respects, the physically disabled person is in a position not unlike that of the Negro, the Jew, and other underprivileged racial and religious minorities; he is a member of an underprivileged minority." He goes on to state that "the reason for the limitation upon the freedom of the physically handicapped person is partly due to formal and informal social ostracism on the part of the dominant majority." For example, many employers as a matter of policy establish physical fitness standards for all employees irrespective of whether or not a particular job can be effectively handled by a physically disabled person. Many physically normal individuals avoid contact with physically disabled persons as much as possible. There is strong evidence that in spite of favorable (verbal) public attitudes, the basic, often unconscious attitudes of most physically normal persons are hostile or subordinating toward physically disabled persons. He further notes, "This is social ostracism of the sort experienced by racial and religious underprivileged minorities." However, Barker indicates one difference between the two groups which is significant. The minority position of the physically handicapped is partly due to limitations of freedom inherent in the disability *per se*, and thus he cannot fully transfer the cause of his frustrations to another. Furthermore, speaking of the negative attitudes of the physically normal to the physically atypical, Barker states: "It [the minority status of the handicapped] seems to be in almost all respects similar to the problem of racial and religious underprivileged minorities. . . ."

In writing of his changed status as a blind person, Hector Chevigny observes: "Now, suddenly, an important difference has developed between the majority and me. That is, the majority decided that an im-

portant difference had developed between us. I didn't agree; I hadn't changed color, adopted some queer sect for a religion, or moved to a suspect political group. Just the same, on my tabulating card at the census office a new hole would be punched and my card would never again fall in with the big, comfortable groups. But that was only a symbol, a symbol of the changed attitude of the majority toward me. Whether I liked it or not, I had been shifted over to a special class and now would be supposed to take a great deal of knowing before I could be understood or accepted on the usual level."

This kind of anecdotal evidence could be multiplied many times, but the basis of the data would remain personal observation. Consequently, until experimental evidence accrues, this paper assumes that the point of view postulated by the writers quoted above has validity and is sufficiently stable to warrant making some inferences about the environmental supports of attitudes toward the blind, as revealed by the data in this study.

#### THE CONCEPT OF ENVIRONMENTAL SUPPORTS

The concept of environmental supports may be best explained through the process of selective perception. In reacting to the internal and external stimulation of his environmental field, man tends to react selectively. That is, his responses are not merely mechanical ones made to an objective world, but are responses characteristically his own to a world as he sees it. The members of a group viewing a picture at an art gallery, hearing a Town Hall discussion, or examining a piece of sculpture through touch do not see, hear, or feel identically. Each of them tends to note elements which are consistent with his frame of reference and consistent with his previously formed beliefs and attitudes. It is these selective perceptions which strengthen and reinforce pre-existing minority attitudes. Thus, if one's attitudes toward Negroes embody the belief that because they



are economically inferior they are therefore totally inferior beings, the objective fact that many Negroes live in run-down shacks is a support to his attitudes. If one believes that a blind person is a helpless individual, one tends to perceive situations in which he contacts blind persons in such a way as to reinforce his attitudes. In our society, certain of these environmental supports tend to become widely distributed and almost universally employed in the service of prejudice.

Thus, environmental supports are characteristics, real or fancied, which some individuals readily recognize and sometimes seek out in social situations to solidify and maintain previously established attitudes. In dealing with attitudes toward visually handicapped persons, these are the elements which segments of the general population tend to select as fitting in with their preconceptions of blindness. Identification of these selective perceptions has a double importance for the worker with the blind:

1. They tend to indicate the areas of "greatest difference," suggesting fields in which work must be done to ease the objectively established physical, sociological and psychological dissimilarities existing between the physically normal and the blind.

2. They tend to give insight into the deeper and more significant emotions which lie behind attitudes toward the blind and some keys to their functional value to the normal individual.

In an effort to identify a number of these environmental supports, an investigation was undertaken.

#### THE STUDY

A questionnaire form was distributed to 130 graduate students, male and female, in a social psychology class in Teachers College, Columbia University during the summer of 1949. This questionnaire consisted of sixty statements which have been noted either in the literature or in casual conversation as

allegedly being characteristic of the blind as a group. These statements were arranged in three categories: Group A—listing twenty physical traits, Group B—listing fourteen sociological characteristics, and Group C—listing twenty-six psychological traits. A fourth section of the questionnaire requested information regarding the subject's contacts with blind or partially seeing individuals either in his family or among his friends. These instructions were given: "The following three groups of items represent some characteristics which have been thought to distinguish blind individuals. In each group, A, B, and C, check the three items which you believe to be most characteristic of blind persons as a group. After having made your three choices, double check the one of the three which you believe to be the most characteristic of the group. Also, please answer the several questions listed at the end of this questionnaire."

Fifty-nine of the respondents had contacts with blind or partially seeing individuals as friends or members of their family. Seventy-one had not. A tabulation of the responses of both groups appears in Tables I, II, and III.

From the data presented, three facts clearly emerge.

1. There is substantial agreement among the individuals in this sample of seeing persons concerning the environmental features which serve to delineate blindness. This agreement is far above chance and extends into the physical, sociological, and psychological areas. This fact is substantiated by the wide gap which exists between the first few choices in each of these areas and the choices which rank fifth and sixth. Thus these clusters of characteristics are so sharply differentiated from other cues, that they take on the qualities of stereotypes.

The primary clusters are: *Physical*—"carry canes," "use guide dogs," "wear dark glasses," and "have lack of facial expression." *Sociological*—"attend separate schools," "rarely work



TABLE I

| GROUP A<br>PHYSICAL CUES                        | SINGLE CHECK ITEMS    |             |                   |             | DOUBLE CHECK ITEMS    |             |                   |             |
|-------------------------------------------------|-----------------------|-------------|-------------------|-------------|-----------------------|-------------|-------------------|-------------|
|                                                 | Non-Contact<br>N = 71 |             | Contact<br>N = 59 |             | Non-Contact<br>N = 71 |             | Contact<br>N = 59 |             |
|                                                 | Num-<br>ber           | Per<br>Cent | Num-<br>ber       | Per<br>Cent | Num-<br>ber           | Per<br>Cent | Num-<br>ber       | Per<br>Cent |
| 1. Carry Canes . . . . .                        | 47                    | 66          | 39                | 66          | 22                    | 31          | 13                | 20          |
| 2. Use Guide Dogs . . . . .                     | 39                    | 55          | 32                | 54          | 9                     | 13          | 8                 | 12          |
| 3. Wear Dark Glasses . . . . .                  | 34                    | 48          | 25                | 43          | 5                     | 7           | 1                 | 2           |
| 4. Have Lack of Facial Expression . . . . .     | 23                    | 32          | 18                | 30          | 13                    | 18          | 10                | 20          |
| 5. Walk With Sighted Guides . . . . .           | 14                    | 20          | 11                | 19          | 3                     | 4           | 2                 | 4           |
| 6. Are Obvious in Appearance . . . . .          | 10                    | 14          | 9                 | 15          | 5                     | 7           | 2                 | 4           |
| 7. Have Nervous Mannerisms . . . . .            | 8                     | 11          | 8                 | 14          | 0                     | 0           | 2                 | 2           |
| 8. Are Tense and Lack Spontaneity . . . . .     | 9                     | 13          | 6                 | 10          | 2                     | 3           | 1                 | 2           |
| 9. Have Appearance of Being Helpless . . . . .  | 9                     | 13          | 5                 | 9           | 2                     | 3           | 0                 | 2           |
| 10. Are Older Than Average . . . . .            | 5                     | 7           | 5                 | 9           | 2                     | 3           | 1                 | 2           |
| 11. Laugh Infrequently . . . . .                | 6                     | 8           | 2                 | 3           | 2                     | 3           | 1                 | 2           |
| 12. Hang Their Heads Unnaturally . . . . .      | 5                     | 7           | 3                 | 5           | 1                     | 1           | 1                 | 2           |
| 13. Are Inhibited in Speech . . . . .           | 2                     | 3           | 3                 | 5           | 0                     | 0           | 0                 | 0           |
| 14. Dress Untidily . . . . .                    | 1                     | 1           | 2                 | 3           | 0                     | 0           | 0                 | 0           |
| 15. Have Pallid Complexions . . . . .           | 2                     | 3           | 0                 | 0           | 0                     | 0           | 0                 | 0           |
| 16. Dress Peculiarly . . . . .                  | 0                     | 0           | 1                 | 2           | 0                     | 0           | 0                 | 0           |
| 17. Are Undersized and in Poor Health . . . . . | 0                     | 0           | 1                 | 2           | 0                     | 0           | 0                 | 0           |
| 18. Suffer from Venereal Disease . . . . .      | 0                     | 0           | 0                 | 0           | 0                     | 0           | 0                 | 0           |
| 19. Are Prey to Many Diseases . . . . .         | 0                     | 0           | 0                 | 0           | 0                     | 0           | 0                 | 0           |
| 20. Have Impaired Sex Functions . . . . .       | 0                     | 0           | 0                 | 0           | 0                     | 0           | 0                 | 0           |



TABLE II

| GROUP B<br>SOCIOLOGICAL CUES                                         | SINGLE CHECK ITEMS    |             |                  |                   |             |                  | DOUBLE CHECK ITEMS |             |                  |                       |             |                  |                   |             |                  |                  |  |  |
|----------------------------------------------------------------------|-----------------------|-------------|------------------|-------------------|-------------|------------------|--------------------|-------------|------------------|-----------------------|-------------|------------------|-------------------|-------------|------------------|------------------|--|--|
|                                                                      | Non-Contact<br>N = 71 |             |                  | Contact<br>N = 59 |             |                  | Total<br>N = 130   |             |                  | Non-Contact<br>N = 71 |             |                  | Contact<br>N = 59 |             |                  | Total<br>N = 130 |  |  |
|                                                                      | Num-<br>ber           | Per<br>Cent | Total<br>N = 130 | Num-<br>ber       | Per<br>Cent | Total<br>N = 130 | Num-<br>ber        | Per<br>Cent | Total<br>N = 130 | Num-<br>ber           | Per<br>Cent | Total<br>N = 130 | Num-<br>ber       | Per<br>Cent | Total<br>N = 130 |                  |  |  |
|                                                                      |                       |             |                  |                   |             |                  |                    |             |                  |                       |             |                  |                   |             |                  |                  |  |  |
| 1. Attend Separate Schools . . . . .                                 | 47                    | 66          | 83               | 36                | 61          | 64               | 25                 | 35          | 34               | 9                     | 16          | 26               | 34                | 16          | 26               |                  |  |  |
| 2. Rarely Work in Industry . . . . .                                 | 35                    | 49          | 57               | 22                | 37          | 44               | 7                  | 10          | 12               | 5                     | 10          | 9                | 12                | 10          | 9                |                  |  |  |
| 3. Are Economically Dependent . . . . .                              | 26                    | 36          | 53               | 27                | 46          | 41               | 8                  | 11          | 15               | 7                     | 10          | 12               | 15                | 10          | 12               |                  |  |  |
| 4. Avoid Community Contacts . . . . .                                | 18                    | 25          | 26               | 8                 | 14          | 20               | 5                  | 7           | 7                | 2                     | 3           | 5                | 7                 | 3           | 5                |                  |  |  |
| 5. Usually Marry Other Blind Individuals . .                         | 10                    | 14          | 21               | 11                | 19          | 16               | 1                  | 1           | 2                | 1                     | 2           | 2                | 2                 | 2           | 2                |                  |  |  |
| 6. Are Well Educated . . . . .                                       | 8                     | 11          | 20               | 12                | 20          | 15               | 1                  | 1           | 6                | 5                     | 8           | 5                | 6                 | 8           | 5                |                  |  |  |
| 7. Work in Sheltered Workshops . . . . .                             | 11                    | 15          | 18               | 7                 | 12          | 14               | 2                  | 3           | 2                | 0                     | 0           | 2                | 2                 | 0           | 2                |                  |  |  |
| 8. Support Selves Through Begging . . . . .                          | 10                    | 14          | 14               | 4                 | 7           | 11               | 2                  | 3           | 6                | 4                     | 6           | 5                | 6                 | 6           | 5                |                  |  |  |
| 9. Are Homebound . . . . .                                           | 9                     | 13          | 14               | 5                 | 9           | 11               | 2                  | 3           | 2                | 0                     | 0           | 2                | 2                 | 0           | 2                |                  |  |  |
| 10. Impose Burdens on Families . . . . .                             | 7                     | 10          | 12               | 5                 | 9           | 9                | 1                  | 1           | 1                | 0                     | 0           | 1                | 1                 | 0           | 1                |                  |  |  |
| 11. Are Basket and Broom Makers . . . . .                            | 5                     | 7           | 10               | 5                 | 9           | 8                | 0                  | 0           | 2                | 2                     | 4           | 2                | 2                 | 4           | 2                |                  |  |  |
| 12. Financial Needs Provided for by Social<br>Security Act . . . . . | 7                     | 10          | 10               | 3                 | 5           | 8                | 1                  | 1           | 8                | 1                     | 2           | 2                | 2                 | 2           | 2                |                  |  |  |
| 13. Are Wards of Private and Public Social<br>Agencies . . . . .     | 5                     | 7           | 10               | 5                 | 9           | 8                | 2                  | 3           | 2                | 0                     | 0           | 2                | 2                 | 0           | 2                |                  |  |  |
| 14. Spend Most of Their Time Listening to the<br>Radio . . . . .     | 3                     | 4           | 9                | 6                 | 10          | 7                | 1                  | 1           | 7                | 1                     | 0           | 1                | 1                 | 0           | 1                |                  |  |  |



TABLE III

| GROUP C<br>PSYCHOLOGICAL CUES                 | SINGLE CHECK ITEMS    |             |                  |                   |             |                  | DOUBLE CHECK ITEMS    |             |                  |                   |             |                  |
|-----------------------------------------------|-----------------------|-------------|------------------|-------------------|-------------|------------------|-----------------------|-------------|------------------|-------------------|-------------|------------------|
|                                               | Non-Contact<br>N = 71 |             |                  | Contact<br>N = 59 |             |                  | Non-Contact<br>N = 71 |             |                  | Contact<br>N = 59 |             |                  |
|                                               | Num-<br>ber           | Per<br>Cent | Total<br>N = 130 | Num-<br>ber       | Per<br>Cent | Total<br>N = 130 | Num-<br>ber           | Per<br>Cent | Total<br>N = 130 | Num-<br>ber       | Per<br>Cent | Total<br>N = 130 |
|                                               |                       |             |                  |                   |             |                  |                       |             |                  |                   |             |                  |
| 1. Have Very Sensitive Sense of Touch . . .   | 53                    | 74          |                  | 42                | 71          |                  | 25                    | 35          |                  | 16                | 27          |                  |
| 2. Have Keen Hearing . . . . .                | 46                    | 65          |                  | 32                | 54          |                  | 16                    | 22          |                  | 9                 | 15          |                  |
| 3. Have Better Than Average Memory . . .      | 30                    | 42          |                  | 28                | 48          |                  | 10                    | 14          |                  | 8                 | 14          |                  |
| 4. Are Socially Isolated . . . . .            | 10                    | 14          |                  | 9                 | 15          |                  | 6                     | 8           |                  | 3                 | 5           |                  |
| 5. Have Superior Manual Ability . . . . .     | 10                    | 14          |                  | 8                 | 14          |                  | 2                     | 3           |                  | 0                 | 0           |                  |
| 6. Sensitive to Unfavorable Comments . . .    | 6                     | 8           |                  | 10                | 17          |                  | 2                     | 3           |                  | 1                 | 2           |                  |
| 7. Avoid New Situations . . . . .             | 8                     | 11          |                  | 6                 | 10          |                  | 2                     | 3           |                  | 1                 | 2           |                  |
| 8. Have Musical Talents . . . . .             | 8                     | 11          |                  | 3                 | 5           |                  | 1                     | 1           |                  | 1                 | 2           |                  |
| 9. Avoid Social Activity . . . . .            | 7                     | 10          |                  | 3                 | 5           |                  | 4                     | 6           |                  | 0                 | 0           |                  |
| 10. Have a Sixth Sense . . . . .              | 5                     | 7           |                  | 4                 | 7           |                  | 2                     | 3           |                  | 0                 | 0           |                  |
| 11. Have High Intelligence . . . . .          | 3                     | 4           |                  | 5                 | 9           |                  | 0                     | 0           |                  | 1                 | 2           |                  |
| 12. Are Withdrawn and Shy . . . . .           | 6                     | 8           |                  | 2                 | 3           |                  | 0                     | 0           |                  | 0                 | 0           |                  |
| 13. Prefer to Be With Other Blind Persons . . | 4                     | 6           |                  | 4                 | 7           |                  | 1                     | 1           |                  | 2                 | 3           |                  |
| 14. Reject Offers of Assistance . . . . .     | 4                     | 6           |                  | 3                 | 5           |                  | 0                     | 0           |                  | 0                 | 0           |                  |
| 15. Are Often in State of Depression . . . .  | 3                     | 4           |                  | 3                 | 5           |                  | 0                     | 0           |                  | 0                 | 0           |                  |
| 16. Are Submissive . . . . .                  | 4                     | 6           |                  | 1                 | 2           |                  | 0                     | 0           |                  | 0                 | 0           |                  |
| 17. Have Neurotic Symptoms . . . . .          | 0                     | 0           |                  | 2                 | 3           |                  | 0                     | 0           |                  | 0                 | 0           |                  |
| 18. Are Ungrateful for Things Done for Them   | 1                     | 1           |                  | 0                 | 0           |                  | 0                     | 0           |                  | 0                 | 0           |                  |
| 19. Are Gifted With Occult Powers . . . . .   | 1                     | 1           |                  | 0                 | 0           |                  | 0                     | 0           |                  | 0                 | 0           |                  |
| 20. Have Narrow Interests and Few Friends .   | 1                     | 1           |                  | 0                 | 0           |                  | 0                     | 0           |                  | 0                 | 0           |                  |
| 21. Play Upon Others' Sympathy . . . . .      | 0                     | 0           |                  | 1                 | 2           |                  | 0                     | 0           |                  | 0                 | 0           |                  |
| 22. Are Poorly Informed . . . . .             | 0                     | 0           |                  | 0                 | 0           |                  | 0                     | 0           |                  | 0                 | 0           |                  |
| 23. Have "Unattractive" Personality . . . .   | 0                     | 0           |                  | 0                 | 0           |                  | 0                     | 0           |                  | 0                 | 0           |                  |
| 24. Are Lazy and Unresponsive . . . . .       | 0                     | 0           |                  | 0                 | 0           |                  | 0                     | 0           |                  | 0                 | 0           |                  |
| 25. Have "Gripes" Against the Seeing World .  | 0                     | 0           |                  | 0                 | 0           |                  | 0                     | 0           |                  | 0                 | 0           |                  |
| 16. Are Cynical . . . . .                     | 0                     | 0           |                  | 0                 | 0           |                  | 0                     | 0           |                  | 0                 | 0           |                  |



in industry," and "are economically dependent." *Psychological*—"have very sensitive sense of touch," "have keen hearing," and "have better than average memory."

2. The role of contact in determining the responses of this group is not statistically significant. Only one item, "attend separate schools" had a critical ratio exceeding two. A significantly greater number of persons in the non-contact group double checked this item than in the contact group. However, in several cases, though significant differences could not be established, some trends were evident. A gap of at least ten percentage points was found between contact and non-contact groups on the following items. "Are economically dependent" and "rarely work in industry" were more often single checked by the contact group. "Avoid community contacts" and "have keen hearing" were more often single checked, and "carry canes" was more frequently double checked by the non-contact group.

### *Conclusions*

1. There seem to be definite patterns of characteristics which most persons perceive as being hallmarks of blindness. Where an individual has a set of attitudes relating to lack of sight, these features are selectively responded to, serving as environmental supports to these attitudes. It is significant that the items which comprise these cue patterns follow closely the traditional stereotypes of blindness. Although experimental evidence and recorded experience may not confirm the factual veracity of these components at every point, the fact remains that the presence of these characteristics even in a small minority of blind persons is sufficient to reinforce the selective perception process. It is important, however, to point out the vital role played by the active and mobile blind person in the attitudes of the seeing toward blindness. Several of the features selected in the primary clusters are most

apparent in the better adjusted blind person, but are not as frequently identifiable among the larger group of visually handicapped persons. Thus, for example, the guide dog is most often a distinguishing mark of the younger, and possibly, the more social visually handicapped person. It is this class of blind person who, traveling the subways, engaging in a greater variety of community contacts, and participating in industrial and commercial enterprises, makes the widest contact with the seeing world and who may often serve as the reinforcer of established stereotypes or the instrument through which a more realistic and more favorable set of attitudes may be established.

One additional observation needs to be made at this point. The respondents to this questionnaire selected items which were consciously significant to them. This does not rule out the possibility that other items operating at the unconscious level may have equal or greater weight in identifying the role and status of the blind. Some students of this problem who have taken a psychoanalytical approach tend to stress the part played by sexual considerations in the perceptions of the blind by the seeing. For example, one observer has suggested that the revival of the castration complex is a major contributor to attitudes which relate to the helplessness of the blind. In this sample of 130 cases, not a single subject checked the item "have impaired sex functions." Consequently, if sexuality plays a part in this complex perception, the evidence from this questionnaire supports the belief that it does not operate consciously. Similarly no person in the sample checked the item "suffer from venereal disease." This situation may have its roots in the fact that the sample is a relatively sophisticated one and thus may have avoided the item on the basis of intellectual knowledge rather than personal feelings, which, in extreme cases, may be repressed. Furthermore, any individuals be-



lieving that venereal disease is characteristic of blindness may be aware of the fact that such a belief is no longer socially acceptable, and, thus, have failed to indicate it on their questionnaire form.

2. This study may superficially tend to indicate that contact with blind or partially seeing persons on the level of family affiliation and friendship bears little relation to attitudes toward the visual handicap. However, this conclusion cannot be reached on the basis of the evidence presented in this experiment. Four considerations suggest why this study throws relatively little light on the role of contact in the formation of attitudes.

a. The sample used is biased and exceptional. The individuals comprising it are graduate students, many of whom are and have been engaged in teaching and allied professions. Most of them have had some prior training in psychology, since a course in educational psychology is a requirement for a teaching license in most states. As a result, their training and interests might be considered atypical in comparison with those of the general population. It is possible that, whereas a presumably sophisticated group may exhibit no relationship between attitudes toward and contacts with the blind, a more representative sample may be demonstrated to reveal such a relationship. However, this points up an area in which further research is required. We need to ascertain the role played by educational, occupational, and social experiences in the formation and reinforcement of attitudes toward the handicapped.

b. The lack of significant differences between contact and non-contact groups may be a function of the questionnaire itself. Since a comprehensive list of characteristics was presented to each subject, no opportunities were available for free expression. These lists were suggestive in presenting the existing stereotypes, inviting all participants to make choices with little analysis. It is thought that

an open-end question type of investigation may have served to emphasize differences between the groups which have been concealed through the readiness of individuals both having and not having contact to accept the invitation which this questionnaire presented to follow the usual pattern of response. Furthermore, since this study is limited to conscious choice which is stimulated to follow the line of social acceptance, it may be that real differences are concealed and exist on the unconscious level.

c. It seems to this writer that one explanation for the absence of statistical significance between contact and non-contact groups is that in selecting features of blindness to which they react, these groups do, in fact, exhibit no differences. The hypothesis is suggested that whereas both groups use the same environmental supports for their attitudes, the meaning of these supports to the individual may vary between the two groups. Thus, contacts and non-contacts, alike, may use the guide dog as a distinguishing mark of blindness and respond to it selectively. However, the non-contact group may perceive the dog as a symbol of the helplessness of the blind person, while the contact group may perceive it as a symbol of his emancipation. This hypothesis needs to be thoroughly tested in real social situations. Its validity can be established only if, in fact, significant differences do exist between attitudes toward the blind among those who have had contact with the visually handicapped and those who have not. It is to this basic question, that this writer hopes to address himself in another research project.

d. A fourth explanation for the lack of substantive evidence that contact may play a role in fashioning attitudes toward the blind, lies in the concept of contact itself. It appears likely that contact is not merely a quantitative or statistical entity. Rather it is a perceptual concept the qualitative features of which need to be explored in any study



purporting to measure it. That is, merely listing the number of contacts and identifying their source and duration is really not measuring the essential features of contact. An individual may have numerous close relationships with blind persons, as, indeed, some workers for the blind do, and yet find in these relationships reiterative evidence of the stereotypes of blindness which they held previous to contact. It is important, therefore, to study contact in the light of the subject's perception, determining the meanings for him which the relationship holds. It is not the objective contact, as such, which determines the role that contact will have in fashioning attitudes, but the unique significance with which each individual imbues it. Since this study approached this question in a superficially quantitative manner, it can be understood why its data relative to the effects of this dynamic must be held suspect.

3. The findings in this study tend to throw some light upon the nature of public attitudes toward the blind. Much academic discussion has centered around the problem of which of the outcomes of blindness play the primary role in fashioning public attitudes. Some have felt that the supposed inability to perform the role of self-sufficient man or woman in our society is basic. Others have suggested that the fear of darkness which is often a part of child training, and consequent elaborations upon it, are vital.

Lowenfeld has set up three all-inclusive categories which he calls "the objective effects of blindness." They are:

1. Limitations in the nature and variety of experience.
2. Limitations in mobility.
3. Limitations in control of the environment and the self in relation to the environment.

It is significant that the primary clusters of cues evolved in this study relate directly to these categories. Thus, the carrying of canes

and use of guide dogs relate to mobility and to control of the self and the environment. The attendance in separate schools refers to the limited control of the environment by the blind child. The cues regarding sensitive touch and hearing and superior memory suggest compensation for the limitation in nature and variety of experiences. Economic dependence and rare participation in industry are probably related to all three of Lowenfeld's categories.

Therefore, it seems that the cues selected by this population reflect the objective limitation imposed by visual handicap. The features to which they respond are rooted in fact, for they have selected distinguishing evidences of blindness. But, it needs to be established if their perceptions of these evidences are related to attitudes which favor the rehabilitation and eventual social absorption of the blind into the seeing society. In other words, does the perception of the fact that the blind rarely work in industry reinforce the attitude that the blind are helpless or that they are capable of performing well in industrial jobs and should have opportunities equal to those of the seeing? Until we know the nature of these attitudes supported by these environmental cues, it will be difficult to determine if these cues most often are detrimental in supporting unfavorable attitudes toward the blind or if they really function to promote positive social action on their behalf. Therefore, perhaps the most significant finding that can be reported in this paper is the urgent need for highly organized social psychological research into the dynamics of attitudes towards the blind and the suggestion that these attitudes are highly complex and may never be explained in terms of a single simple hypothesis.

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## THE WORK FOR THE DEAF-BLIND IN CONNECTICUT

DORIS P. MANN

EARLY IN HER HOME TEACHING EXPERIENCE, the writer became interested in the deaf-blind and their particular problems. Because of this interest she was afforded the opportunity of exploring the possibilities of developing a specialized program for the deaf-blind under the direction of the Connecticut State Board of Education of the Blind. The existing records on the 142 blind persons with serious hearing defects were reviewed and one or more interviews held with each client to clarify the record, bring it up to date and determine the present degree of visual and hearing impairment. As many of these people had never desired or needed the services of the Board, a number of years had elapsed since the original investigation was made. . . .

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Doris P. Mann is home teacher for the deaf-blind for the Connecticut State Board of Education of the Blind.

As the survey progressed it became increasingly apparent that the lot of the deaf-blind, on the whole, is a pitiable one. The more serious the impairment of hearing and vision the greater the number and intensity of problems confronting the individual and the more absolute his isolation.

It was found that people, in general, are more willing to seek the services of an ophthalmologist than those of an otologist. This may be due to the fact that, generally speaking, the onset of blindness occurred first, when persons were physically and financially better able to cope with the problem. Also an eye condition seems to be more readily recognized than does the gradual loss of hearing and we have been long educated to accept the wearing of glasses.

The first need is for a complete diagnosis



of the ear condition with an audiometer test to determine the degree and type of loss, together with necessary follow-up work to insure when advisable the fitting of the proper type of hearing aid carefully selected to meet the type of loss.

It should be pointed out again that the majority of clients found to possess hearing aids did not use them. In many cases the aids were purchased much as one might buy glasses at a ten-cent store with no thought of consulting a physician. In some cases aids discarded by friends were in use. Often the aid was defective or funds for batteries were lacking. In other cases the ear mold did not fit properly or the person did not know how to insert it. In not one investigated case had the blind individual received adequate instruction at the time of purchase in the care and use of the aid, which is very important in learning to listen again. The instruction given may have been adequate for a seeing person, but the deaf-blind need special instruction of a type that the average dealer and family member could not give.

When the hearing loss cannot be minimized by treatment or a hearing aid it is essential that some means of communication be established. This is the second need. The manual alphabet, braille, finger writing, printing on the hand or some flat surface, Audi-ear, and alphabet glove were types used. In communication with deaf-blind persons it was soon learned that the longer the duration of the double handicap the greater the vocabulary loss. In many cases it is necessary to use the simplest language regardless of the means of communication in order that the conversation be comprehensible.

After the physical needs have been met the great need is for understanding companionship. The lack of this was evident throughout the state. The deaf-blind are deprived of the privilege of engaging in casual conversations as completely as though they were transported to a foreign land. It takes infinite patience

and much time to talk with a deaf-blind person with the result that family members take time to speak only of the essential things, and even then words are kept to a minimum. Letters are seldom read in their entirety. However, with the mastery of a practical means of communication by the deaf-blind person and his family and friends the degree of isolation can be modified as some "small talk" enters the conversation. The deaf-blind individual is pathetically grateful when someone takes the time to speak of the weather, to relate a joke or to discuss current affairs—even the price of beefsteak!

Another need is for time-consuming occupations. The survey found many physically strong persons apathetically sitting out the endless days or else in their utter despair venting their frustration in ways which caused their institutionalization. These people need encouragement and often prodding to do household tasks within their capabilities. Time-consuming handcrafts also are a boon and every effort should be made to teach them to use their hands.

For the physically and mentally competent, young deaf-blind, the need is for lucrative employment.

To summarize, the survey disclosed the needs other than basic, of the deaf-blind clients for:

1. Complete diagnosis and treatment of ear condition including audiometer test
2. Proper fitting of the right hearing aid for the particular disability
3. Adequate instruction in care and use of the aid
4. Training in learning to listen again
5. Funds to insure upkeep of appliance
6. Recreation
7. Occupation and employment
8. Understanding companionship—the greatest need of all

The survey proved conclusively that the deaf-blind need a very special type of service; one which the problem of time and com-



munication prevents the average worker from rendering, however sincere his desire to serve.

After careful consideration it was decided that the writer be assigned as home teacher for the deaf-blind, to cover the entire state. Fortunately, the compactness of Connecticut makes this possible although some of the day trips are very long.

The first aim of the deaf-blind project in the state is to reduce the number of the deaf-blind wherever possible by medical or mechanical means, and secondly, to do everything possible to make the lives of those who must remain deaf-blind more endurable.

In line with the first objective the home teacher for the deaf-blind arranges for otological and ophthalmological examinations and necessary transportation. The worker serves as interpreter to the client for the doctor. The examination and audiometer test results are interpreted to the client and his family. Again at the hearing aid center the worker interprets both during the testing and fitting process. Every effort is made to keep the deaf-blind client from feeling hurried in any way. After the purchase of the aid the teacher spends hours patiently teaching the individual how to insert the ear mold and affix the appliance to his person. Then a course in "learning to listen" is initiated. As was indicated earlier many aids were in disuse because the person had been so long without sight and hearing (especially non-braille readers) that vocabularies were reduced to a minimum and the sound of the human voice forgotten. When he is able to hear well enough to carry on conversation he is served by a regular home teacher with only an occasional visit by the special worker to ascertain his progress with the hearing device. These people are then considered blind rather than deaf-blind.

The remainder may be divided into three groups: (1) the aged who are incapacitated mentally or physically or both, for whom little can be done other than to see that they are physically comfortable; (2) a large group

of mentally normal persons of varying ages and average physical condition and (3) a very small group of normal able-bodied persons. It is upon the last two groups that the worker is concentrating.

These people need the greatest amount of patient understanding attention. Whether they lost sight or hearing gradually or suddenly in youth or age the result is the same—solitary confinement in a dark, silent cell. The uninitiated can never know or understand fully the periods of panic, frustration and despair which they experience. These reactions are highly intensified because of the very nature of the handicap which deprives the person of the normal comfortings which could be expressed by relatives and friends under other circumstances. It is not surprising that some, unable to bear the strain of it all, vent their frustrations in such a way that they are institutionalized. Friends and relatives often would like to relieve the absolute isolation but they do not know what to do, so they stay away, further adding to the rejection felt by the individual. The worker first must establish a means of communication which may be with the Audi-ear, a braille magazine tube mailer, braille printing, alphabet glove or Morse code.

Then begins a long, slow process of helping the client to understand that the teacher is a real friend on whom he can depend for accurate information, help and a feeling of sharing. In almost every case the worker has found it necessary to interpret to family, friends, attendants and even doctors, the client's moods, desires and even physical needs. Once communication has been established the way is open to introduce other activities. The worker encourages the family to include the deaf-blind not only in the pleasant activities, but the unpleasant. Even if he can do nothing about them he needs to feel that he is an integral part of the group. If he is not told of some misfortune he probably will sense it and be more troubled than if he knew the facts.



The teacher gives specialized instruction in household activities, gives instruction also in handwork and braille; finds homes, transcribes print communications into braille, carries on braille correspondence with many, gives prevocational training to employables, plans shopping trips, and other outings. Always one must work slowly with the deaf-blind. Any tendency to hurry them heightens the tension under which they live and renders them less able to comprehend.

The worker has found that a certain pattern of behavior is evident in many and when the "cycle" is learned an "explosion" can be avoided. Many deaf-blind people go along at a fairly even keel for some time restraining their pent-up feelings. The time comes when some insignificant happening causes them to lose their perspective and quarreling, false accusations, throwing things around, etc., take place. The worker has learned to recognize many of the symptoms—irritability, restlessness, tension. A quickly planned ride with a treat, a shopping expedition or an extra visit has been successful in preventing an emotional eruption which has frequently been "the last straw" so that the individual has had to seek other living quarters.

The deaf-blind project in Connecticut has been under way for about one and one-half years. It is difficult to evaluate the results on a tangible basis. One could not say as in rehabilitation work that so many placements were made per month; as in the home teaching area, that so many subjects were taught or products sold. But it can be said that the entire staff is more deaf-blind conscious; and those with whom the deaf-blind live are more cooperative, more kindly and just a little more understanding.

And what of the deaf-blind themselves? There is no doubt that because of this service the majority of the group served have attained a degree of freedom not experienced

since deaf-blindness occurred. In almost every instance much more activity is being expressed by each individual, he is more understanding of the seeing-hearing, home occupations are under way and in a few cases definite plans for rehabilitation have been initiated. But this is only a beginning. The teacher realizes the need for more opportunities for occupation and recreation and above all the need for companionship. Are volunteers the answer to the need for friendship? Or more workers? Can we find more home, remunerative occupations? In Connecticut we do not yet know the answers to these and other vital questions. One thing we do know—that we can never again return to the old way of doing little or nothing for the deaf-blind—doing nothing because we did not know what else to do. We *are* learning how to do and what to do.

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#### SCHOLARSHIPS

The Delta Gamma Fraternity has a \$1500 annual fund, and a \$2000 revolving loan fund from which smaller scholarship awards are available to those intending to become (1) orthoptic technicians, (2) teachers of partially seeing children, or (3) specialists for blind preschool children. Anyone wishing to specialize in one of these fields may be eligible for assistance, the amount in each case to be determined by the particular need and costs involved. If you wish to enroll for training in classification (3) please write to Mrs. Thomas Johnson, 1235 Longfellow, Detroit 2, Michigan.

Applications for scholarships should be filed four months prior to the start of the desired course. Applicants with basic preparation in teaching, nursing, social work, nursery education, or related fields are eligible to apply. The scholarships are intended only for the courses directly relating to the field of sight conservation and aid to the blind.



## 1951 A.A.W.B. CONVENTION

Arrangements are now going forward for the 1951 convention of the American Association of Workers for the Blind, which will be held at the Sheraton Plaza Hotel, Daytona Beach, Florida. The convention will open Sunday evening, June 24th, and continue through until adjournment at noon, Friday, June 29th.

The Sheraton Plaza Hotel, which is right on the beach, can accommodate about 260 guests, and those whose reservations are delayed until the hotel is booked to capacity will be housed in another hotel—the Princess Issena, two blocks away and off the beach. For that reason those planning to attend are urged to make their reservations without delay.

The room rates are the same in both hotels—\$3.50 daily for a single room and bath, and \$5.00 daily for a twin-bed double room with bath. A few rooms with a connecting sitting room will be available at a higher rate.

In good time it is hoped to announce the recipient of the 1951 Shotwell Memorial Award, which will be presented during the banquet scheduled for Thursday night, June 28th.

At an early date the secretary-general will communicate with all members and will furnish hotel reservation cards. For the information of those planning to attend, there follows a tentative schedule of the meetings which have been planned. Program details will be announced later.

Sunday, June 24th—8:00 P.M. Opening session; Monday June 25th—9:30 A.M. General session, 2:00 P.M. Groups B, D and H; Tuesday, June 26th—9:30 A.M. Groups C, F, I and Music, 2:00 P.M. Groups A, E and G; Wednesday, June 27th—9:30 A.M. General Session, 2:00 P.M. Sightseeing; Thursday, June 28th—9:30 A.M. General Session, 2:00 P.M. General Session, 7:00 P.M. Banquet; Friday, June 29th—9:30 A.M. Business Meeting.

## MRS. GREAVES HONORED

Dr. Jessie Royer-Greaves, principal of the Royer-Greaves School for the Blind, Paoli, was recently honored at a luncheon in Philadelphia as one of Pennsylvania's twelve most distinguished women of 1950. These women are designated "Distinguished Daughters of Pennsylvania" for their personal achievements and their productive lives which have contributed richly to their communities. At the Academy of Fine Arts, Mrs. James H. Duff, wife of the Governor, presented to each a specially minted gold medal. Others so honored included Pearl Buck and Elsie Singmaster.

"Mother Greaves" personal interest and supervision has had a great influence on the lives of numerous blind boys and girls many of whom are now men and women out in the world capable of making a living. It is gratifying that her selfless work has received this noteworthy recognition.

## WANTED

Case Worker for large, well-established, progressive agency for the blind, with professionally staffed multiple service program and workshops. Qualifications include degree from accredited school of social work and minimum of three years' successful experience in social agency of recognized standing. Applicants whose experience includes work with the blind will be given preference. Good salary. Write Mrs. Ruth G. Baldwin, Director of Social Services, Pittsburgh Branch, Pennsylvania Association for the Blind, 308 South Craig Street, Pittsburgh 13, Pennsylvania.

Wanted—Social Work Consultants, to work in state program for visually handicapped; in field 50% of time. Qualifications, one year graduate social work training plus three years case work experience or two years training and one year of experience. For details write Services for the Blind, State Department of Social Welfare, Topeka, Kansas.



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## FROM MY ORINDA GARDEN

RICHARD S. FRENCH, PH.D.

BACK AT MY DESK by the windows looking out on my Valencia and Washington orange trees, the former still yielding their daily quota of rich, fresh juice, the latter heavy with big green fruits which will ripen for the January harvest, I hasten to put down certain thoughts on "the world *we* live in" and the miracle that is Helen Keller. Only last Saturday, just three days ago, it was my privilege to renew acquaintance with Helen Keller and to watch the meeting of two great personalities, Miss Keller and our good Governor, Mr. Warren. They met like old friends, both so well-adjusted, so intelligent, so highly trained, that crowds, flash lights, jostling and handshaking could not jar their serenity or make them seem other than their own fine, natural selves. Something that Polly Thomson said about a forthcoming article by Miss Keller, an expansion of *The World I Live In*, started me musing on the part played by the senses and how little we use them—or our brains for that matter!

Helen is and has been always an out-of-doors woman. With sight and hearing both gone, she still lives a life in a vibrant, meaningful universe of Nature and of men, to which her trained mind and spirit respond with such vivacity that one can see her emotions and understandings light her face and play over her features as from some inward illumination. This places her definitely in the succession of the *Illuminati* and leads me back to a main thesis: that it was the deep insights of the original thinkers of the eighteenth century, notably Diderot, plus the Christian impulses which were their heritage, that

opened the way to education, first for the deaf, then for the blind, and, at long last, for the deaf-blind. Diderot's greatest insight was into the meaning of symbolism and thence of language; and his greatest originality of thought came in seeing that language and symbolism may belong to touch—to the *skin senses* and the kinaesthetic—and in lesser degree to the smell senses, the gustatory, and those vague inner sense impulses—hunger, thirst, sex and so on. No one approaches Miss Keller in making clear the part played in the enrichment of human life by these falsely-called lower senses, and no has contributed nearly so much as she to the new interpretation of the place and meaning of symbolism and language. Franz, Rosett and other neurologists have laid firm foundations in their investigations of the anatomy and physiology of symbolism and of speech, but Miss Keller has brought an *experience* and insight that do not simply supplement their findings but make you know the difference between the theory of light and the *feel* of warm sunshine on the body of the sun-basking bather, between a theory of olfactory nerve-action and being led to your favorite tree by the spring scents of blossoms and of fresh leaves, between an erudite explanation of the space-time factors in locomotion and the verve and spring of a walk over a forest path or along the hard sand of a beach at low tide.

As I look again from my windows and see the low-hanging clouds of our first major autumn storm and the misty rain that soaks into our parched hills, I have an all-over feeling of the beneficent moisture and of



the watery medium from which came our physical origins; the latter of course derived from the studies of biology and historical geology, but just as sensory as sense itself. Which, in turn, may lead just a bit further afield to the remark that the real child of nature is the *cultivated* person, who lives even more in his thoughts than in the immediate experiences of observation and of physical activity. And I wonder how Helen Keller feels toward rain and snow, spring weather and the glory of a New England autumn! I think I know, for I find in her a kindred soul to the great mystic-naturalist Reginald Farrer; to Alfred Russel Wallace and his companion Bates, whose *Naturalist on the Amazons* is *must* reading for all who would know Nature; to our own John Muir, lover of the Sierra Nevada; to Pascal and all that great host of scientists, naturalists and philosophers who have recreated the world into something really worth living in. As a closing thought, may I add—Miss Keller, by her simple humanity and unspoiled greatness of personality, renders cheap all the strained smartiness of the wits and pseudo-sophisticates, all the half-baked theorizing and worse practice of the slide-rule reformers; but, more important, at the same time she points the way to a world of intelligent goodwill, where even gadgets find their place if they truly add to the broadening and enrichment of human life.

October 17, 1950.

#### WASHINGTON APPOINTMENTS

Federal Security Administrator Oscar R. Ewing has announced the appointment, effective December 1, of Mary E. Switzer as director of the Office of Vocational Rehabilitation of the Federal Security Agency. Miss Switzer succeeds Michael J. Shortley, who has been appointed Regional Director of FSA Region III.

In announcing the appointment, Mr. Ewing said: "Since the Federal Security Agency was established in 1939, Miss Switzer has held

the position of assistant to the administrator, with special responsibility for coordinating the health and medical interests of the agency. In discharging this responsibility Miss Switzer maintained close cooperative relationships with professional and lay groups throughout the country in medical and related fields. She has worked closely with all units of the agency and is familiar with the range of services necessary to a complete rehabilitation program. Her wide experience and background, as well as her familiarity with government administration, make her a natural choice to head the important federal-state program of vocational rehabilitation. Miss Switzer's well-earned reputation as a leader in the health and welfare programs of the federal government will, I know, bring her the cooperation and support of the many organizations and persons interested in advancing the rehabilitation of our handicapped citizens."

In announcing Mr. Shortley's appointment, the administrator stressed his broad executive experience in all of the programs of the Federal Security Agency, all of which will concern him as regional director. Mr. Ewing added: "Mr. Shortley is eminently qualified for this new and important post. His direction of the federal-state system of vocational rehabilitation for civilians has resulted in great expansion and marked increase in the effectiveness of that program. At the same time, his rehabilitation work has enhanced his familiarity with the fields of health, education and security, with which he will be concerned as FSA Regional Director for Maryland, the District of Columbia, West Virginia, Virginia, North Carolina, Puerto Rico and the Virgin Islands."

When the Office of Vocational Rehabilitation was established in 1943, Mr. Shortley was appointed director. The program has grown to the point where 60,000 disabled men and women are being rehabilitated annually.



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## MAURICE I. TYNAN

Mr. Maurice I. Tynan, who for the past four years has been assistant chief of the Services for the Blind branch in the Office of Vocational Rehabilitation, has been appointed chief of that branch to succeed Mr. Joseph F. Clunk who recently resigned to accept the position of managing director of the Philadelphia Branch of the Pennsylvania Association for the Blind.

Since his graduation from Perkins Institution for the Blind at Watertown, Massachusetts, Mr. Tynan has spent the past thirty-four years in various phases of work with the blind. During the first three years of his career, he was engaged as an instructor of vocational subjects at the Maryland School for the Blind, after which he moved to Toronto, Canada to work for the Canadian National Institute for the Blind. Through his efforts a successful sales room was established and the three workshops for which he was responsible were converted into self-supporting operations. In addition, he was responsible for all social services for the blind in the Province of Ontario and was frequently called upon to assist in the solution of the vocational adjustment problems of blinded Canadian veterans of World War I.

In 1921, at the request of the Veterans Bureau, he returned to the United States to assist with the development of their vocational rehabilitation program for blinded veterans. As a result of his outstanding achievements in the field of guidance and training, he was appointed superintendent of the Evergreen School for the Blind, a vocational training center for blinded veterans, located near Baltimore, Maryland. When this school closed in 1925, Mr. Tynan accepted the position of director of the Division for the Blind, Minnesota

State Board of Control. In this capacity he developed a state-wide program of services to the blind and coordinated it with the Aid to the Blind program for which he was also responsible. In order that blind persons in the state might receive as comprehensive a service as possible, Mr. Tynan developed one of the first cooperative relationships with the State Division of Vocational Rehabilitation.

These activities attracted national attention and in 1938 he was appointed field representative in the Services for the Blind unit which was established in the United States Office of Education pursuant to the passage of the Randolph-Sheppard Act. With the exception of a brief period in 1943 when he assisted in the organization of the Veterans Administration's vocational rehabilitation program for blinded veterans, Mr. Tynan substantially contributed to the development of the vending stand program, and in 1944 was made chief of that service which position he held for two years. In July 1946 the unit was transferred by presidential order to the administrator of the Federal Security Agency and Mr. Tynan was appointed chief of the business enterprises program in the Office of Vocational Rehabilitation with responsibility for the administration of the Randolph-Sheppard program. After a brief period, he was appointed assistant chief of the Services for the Blind branch and continued to assume major responsibility for the Randolph-Sheppard and business enterprises programs.

Mr. Tynan has been an active member of the American Association of Workers for the Blind for the past thirty-three years and has been a member of the National Rehabilitation Association since shortly after its inception.

—Arthur L. Voorhees



## A WELL-DESERVED HONOR

Atlanta University, Atlanta, Georgia, has conferred the degree of Doctor of Humanities upon Mrs. Sadie Peterson Delaney, chief librarian of the V. A. Hospital Library, Tuskegee, Alabama. This honor was in recognition of outstanding service in the library field. The citation read as follows:

## DOCTOR OF HUMANITIES

*Sadie Peterson Delaney*

Librarian of distinction in the New York Public Library System and the Veterans Administration Hospital at Tuskegee, Alabama, who has been a pioneer in utilizing reading materials in the rehabilitation of delinquent boys and girls, in the rehabilitation and cure of mental patients, and in the development of techniques for teaching the blind to read; one whose methods are being used throughout the world in hospitals as a means of relieving suffering humanity, particularly those who have served their country in war; member of the League of Nations Committee on Library Service of the International Library Association, and of the Hospital Library Division of the American Library Association; contributor to the literature on hospital library service and bibliotherapy and teacher of hospital librarianship; cited for meritorious service to veterans by the American Legion and honored by the National Urban League; recognized leader among librarians who has unselfishly devoted her life to helping mentally and physically handicapped members of society; great humanitarian, who has labored tirelessly with courage, fearlessness, patience and love.

Doctor Delaney's philosophy of life has come from the lessons learned from those whom she has served. She says: "I have learned from the blind and others who are

handicapped, valuable lessons. There is a tremendous satisfaction in aiding hundreds to return to normal living. From years of experience, I have learned that whatever impedes a man, if it does not actually stop him, aids in his progress." In speaking from the lessons gained in service to humanity, Doctor Delaney stated: "Out of life's difficulties, out of our own frailties, comes renewed appreciation of all that living means and the privilege that is ours to practice. Who does not thrill at the miracle of being alive and of holding comradeship with that most marvelous of creatures, his fellowman? Transcending the vicissitudes of experience is the challenge of the greatest of arts, aiding humanity."

Years of productive library service have also won for Doctor Delaney recognition in the archives of *Principal Women of America*.

## AWARD TO HELEN KELLER

Mr. Peter J. Salmon, chairman of the Shotwell Memorial Award Committee of the American Association of Workers for the Blind announces that the 1951 medal and scroll for distinguished service to the blind will be presented to Miss Helen Keller for her life-long, devoted service in behalf of her fellow blind.

The award will be made at the banquet meeting to be held on Thursday evening, June 28, 1951, during the convention of the American Association of Workers for the Blind in Daytona Beach, Florida. Miss Keller has promised to come to Daytona to receive the award and so it is anticipated that there will be on this outstanding occasion a very large gathering of her friends and co-workers.

The award committee consists of the three immediate past presidents of the American Association of Workers for the Blind. The other members of the committee are J. Robert Atkinson, Vice-President and Managing Director, Braille Institute of America, and Dr. Francis J. Cummings, Executive Secretary, Delaware Commission for the Blind.



## HELLEN KELLER AIDS TEACHER

A West Berlin teacher of the blind recently became the beneficiary of one of a number of CARE food packages donated by Helen Keller. The recipient was Fraulein Betty Hirsch, Bundesallee 157, Berlin-Wilmersdorf.

Miss Hirsch is 77 years old and has been blind since early childhood. For many years she conducted a school for the blind in Berlin until forced to leave Germany before the last war. She then went to England where she put her teaching experience to work, largely in the service of men and women blinded in the war. When she returned to Berlin in 1947, hoping to reestablish her school for the blind, she found the buildings destroyed. Unable to raise funds, she has exhausted her own small capital in her work and is now reduced to living in a tiny room with another family. She is entirely dependent on the meager unemployment and old age pension.

The package sent to her renewed an old tie. Some years ago Miss Hirsch visited Helen Keller in America, and recently she wrote an article called "A Day with Helen Keller" for the *Neue Zeitung*, Berlin.

Despite her age and handicap, the little old lady "is extremely alert mentally, well-informed, and completely charming. She follows world developments by reading in braille the American magazines and English newspapers sent to her by her friends."

Miss Keller's gift to Miss Hirsch was one of several food packages Miss Keller bought at a CARE mission office during a recent visit to Europe, for the benefit of a number of her acquaintances, friends and blind people in Germany.

## FAMOUS TENOR

Years ago a young boy took his blind sister regularly to the opera, acting as her guide and sitting with her in seats under the stage reserved by the opera house for the blind.

Here the boy absorbed the great music pouring forth on the stage above them, although he never saw any of the operas until years later when he himself became a singer. Hearing the operas with his sister heightened his love of music and led to his career.

The boy was Lauritz Melchior, internationally known tenor of the Metropolitan Opera. In his early days, young Lauritz Melchior served as guide for the students of the Royal School for the Blind as well as his sister, Agnes.

*Plays, the Drama Magazine for Young People*, has announced the winners in its recent tenth anniversary playwriting contest, in which cash awards totalling \$500.00 were given for original one-act plays.

The winners were—First Prize: *Cry Witch* by Marion L. Miller of Ithaca, New York; Second Prizes: *The Homecoming* by Mildred Hark and Noel McQueen of Chicago, Illinois; *The Door* by John Murray of Plainfield, New Jersey; Third Prizes: *The Dreadful Dragon* by Margaret Wylie Brydon of Claremont, California, and *Esther Ziegler* of Pomona, California; *Unsuspected Fruit* by Earl J. Dias of New Bedford, Massachusetts.

OUTLOOK  
FOR THE BLIND

and

THE TEACHERS FORUM  
15 West Sixteenth Street,  
New York 11, New York

P. C. POTTS, PH.D.  
Editor

EMILY J. KLINKHART  
Circulation Manager

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## BOOK REVIEW

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GLIMPSES INTO A HIDDEN WORLD. By Frieda LePla. Thornton Heath, Surrey, England: W. H. Hulbert, 99 Warwick Road. 199 pp. 3s. 6d.

A young woman in her twenties is embarked on a teaching career fired with the natural enthusiasm, hopes and ambitions of youth. She is a fun-loving girl, with an eager desire to help others. This briefly describes Frieda LePla of Ireland who, in 1916, at the age of twenty-four was confronted with total blindness and deafness.

Contrary to what one might expect, the catastrophic experience did not force her into an apathetic existence, but rather, channeled her energies into a field of endeavor in which she could function, that of writing. In her book entitled *Glimpses Into a Hidden World*, one of many publications, Miss LePla shows that she is still a crusader with her interests focused now, quite naturally, on helping the deaf-blind by directing the attention of the seeing-hearing to their needs.

The first pages, dealing with Miss LePla's experiences in overcoming the serious handicap, lend authority and greater significance to the later chapters in which she discusses the problems of the deaf-blind. Actually, one could not doubt the qualifications of the writer, because of the keen perception and analytical insight with which she outlines the problems. One realizes through occasional poignancy of expression, the studied restraint and the hint of humor, that Miss LePla has experienced many, if not all, of the problems discussed. The utter loneliness—"of heart, mind and soul"—the sense of helplessness, the hunger for fellowship and beauty, the pent-up thoughts and feelings, the constant frustration especially of the desire to be use-

ful, are treated in a very objective manner.

With an awareness of the point of view of the seeing-hearing and a recognition of the limitations of the adjustment process, Frieda LePla maintains that "combined blindness and deafness does not necessarily debar a person from living a life rich in outside interests and activities with considerable opportunities for fellow-service."

Throughout the book one is conscious of the primary need of the deaf-blind—the need underlying most of their problems—the need for real friends—friends who are absolutely trustworthy, who have proper respect for the rights and responsibilities of the deaf-blind individual and who, when they serve, serve ungrudgingly. To help such would-be friends Miss LePla offers an appendix of constructive suggestions.

Because of its helpful nature, field workers with agencies for the blind should be required to read *Glimpses into a Hidden World*. In fact, everyone having contacts with the deaf-blind will enjoy reading this tiny, thought-provoking volume, as it leaves one with the positive feeling, as Miss LePla intended it should, that we can and must do more for the deaf-blind.

—HELEN A. STRICKLAND

The annual convention of the National Society for Crippled Children and Adults was held October 26, 27 and 28 at the Stevens Hotel, Chicago. Marking twenty-nine years of service by the Society, the convention featured prominent authorities working in the field of the disabled, who presented some of the latest developments in the treatment, training and care of the nation's handicapped children and adults.



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## NOTES FROM THE FOUNDATION LIBRARY

*The items mentioned on this page may be borrowed without charge from the Reference Lending Library of the American Foundation for the Blind*

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"The Extraordinary Story of Helen Keller" by Ishbel Ross which appeared in the *Reader's Digest* for July, 1950 is a condensation of a chapter from the book *Journey into Light* which is due for early publication by Appleton-Century Crofts, Inc. The familiar story of Helen Keller has been given a new and fresh treatment, and workers for the blind are looking forward to the publication of the complete book from which the selection was made.

"Guidance Devices for the Blind" by Franklin S. Cooper appears in *Physics Today* for July, 1950. It is stated that many devices have been built but none thus far has had much practical success. This article describes in detail some of the devices now under construction, and points out the difficulties that prevent their practical application. Several charts and diagrams serve as illustrations.

"Intelligence Test Scores of Newly Blinded Soldiers" by Jacob Levine and Alan R. Blackburn is found in *Journal of Consulting Psychology* for August, 1950. The authors state that the verbal scale of the Wechsler-Bellevue Intelligence Test is well suited for use with the blind adult. As part of a battery of motor and verbal tests, the verbal scale of the above-mentioned test was administered to each trainee at the U.S. Army Rehabilitation Center at Old Farms Convalescent Hospital. The performances of 624 newly blinded soldiers were analyzed, and distributions of test scores indicate that this group represents a fair random sample of Army population.

"Blindness Among Practising Physicians" by Arthur H. Keeney, M.D., and Virginia T. Keeney, B.S., is a reprint from the *Archives of Ophthalmology* for June, 1950.

The article is divided into two parts, 1) Blind Physicians from History, and 2) Contemporary Blind Physicians. Among the last group are mentioned two physicians who are practicing internal medicine, two psychiatrists, one professor of medicine, one chief medical advisor, State Industrial Accident Commission, and one general practitioner. The purpose of this paper is to bring together pertinent details from the lives of physicians continuing their careers after their loss of vision, and to relate some of their experiences which may be of interest to others faced with the same difficulty.

"Administration of the Purdue Pegboard Test to Blind Individuals" by James W. Curtis is found in *Educational and Psychological Measurement* for Summer, 1950. "Summary: *The Purdue Pegboard Test* was administered to 70 blind individuals, subject only to minor modifications in administrative technique. Tentative norms, based on these administrations, were determined in terms of percentiles. Incomplete results suggest a significant level of utility for measurements obtained by this technique, in vocational guidance and placement of blind individuals."

"Retrolental Fibroplasia" by William Councilman Owens, M.D., and Ella Uhlet Owens, M.D., is reprinted from *American Journal of Public Health* for April, 1950. From their observations, the authors conclude that retrolental fibroplasia occurring in premature infants is not due to an arrest in growth or aberration of some embryonic or fetal structure. They believe that metabolic studies on the post-natal course of the premature infant will provide the solution to the etiology of retrolental fibroplasia.



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## BULLETIN BOARD

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*Pennsylvania Association for the Blind, Pittsburgh Branch*—Since 1923, this organization has conducted a business enterprises program, with confectionery stands located in mills, factories and schools. Recently, the twelfth and most modern of these stands was established at the United States Bureau of Mines on Forbes Street. Since this is a Federal agency, this snack bar is a real monument to good relations between private and governmental agencies. Before he may operate a stand, a blind person must undergo a reasonable period of training. He must learn to handle money, to purchase merchandise, to set up stock, and to wait on customers with the same degree of ease as a sighted person. Seven of the stands yield \$30. a week for their operators, while five average \$60. The stands are designed in accordance with the layout and structure of the buildings, and equipped with the most modern and practical fixtures.

Dancing and dramatic instruction have been added to the recreation program, which is serving an increasing number of blind people in Allegheny County. In a few weeks, the recreation room will be opened for music instruction, radio listening, and reading as well as checkers, cards and other table games. Among the social events of the summer and early fall, were a baseball clinic, conducted by Joe Tucker, popular sports announcer, the annual picnic on August 31, and a hayride on October 4.

*Association for the Blind of Rochester, Inc.*—In November, 1948 the Association's nursery school for blind children was started. Classes are held two half days a week, the average attendance being from eight to ten children, ranging in age from three to four and a half years. There are in Rochester thirty-two blind children under five. The school is in charge of a trained nursery school teacher, Mrs. Boyd Campbell, who is assisted by volunteer aides. The mothers bring the children to classes on Mondays and the Red Cross transports them on Tuesdays. Four of the children have entered the school at Batavia. Twice each month the teacher meets with a parent-education group (both mothers and fathers) to discuss their common problems.

These meetings are also attended by the parents of blind children too young to attend the school. In May 1950, Mr. Eber Palmer of the Batavia school met with the group and showed films of the school activities. Later the group visited the Batavia school at Mr. Palmer's invitation.

*Industrial Home for the Blind*—Harry J. Spar has been given the newly created post of director of rehabilitation. He will have administrative responsibility for the vocational institute, social service, the deaf-blind department, placement service, medical service and the resident home. These services will now be more closely integrated and will facilitate the IHB's plan to expand and round out its services. Mr. Spar states, "As a result of perfecting our techniques, we have been able to serve people who only a few years ago were beyond ordinary training methods. Our objective for the next several years is not only to broaden horizons—increase opportunities for those blind people who have basic prerequisites for going ahead—but, in addition, to give services and opportunities to those blind who until recently were considered incapable of rehabilitation."

*Vacation for the Blind, Inc.*—Beacon Lodge in the Blue Ridge Mountains along the Juniata River opened its first season for guests on July 1, 1950, and during the following six weeks accommodated eighty-five guests for a total of one hundred eleven weeks. It was both a vacation camp and a rehabilitation center for the blind. Guests who came helpless went away with a sense of independence, having developed ability to help themselves in locomotion, making beds, caring for their clothing and rooms, washing, ironing, dish washing, cleaning and peeling vegetables, setting tables, crafts, carpentry and repair work.

A rather full recreation and entertainment schedule, was enjoyed, featuring hiking, boating, swimming, music, games and dancing. Much excellent entertainment was furnished by talented guests and the ladies' auxiliary of the Juniata Foundation for the Blind arranged Bingo parties, for which they provided prizes and refreshments.



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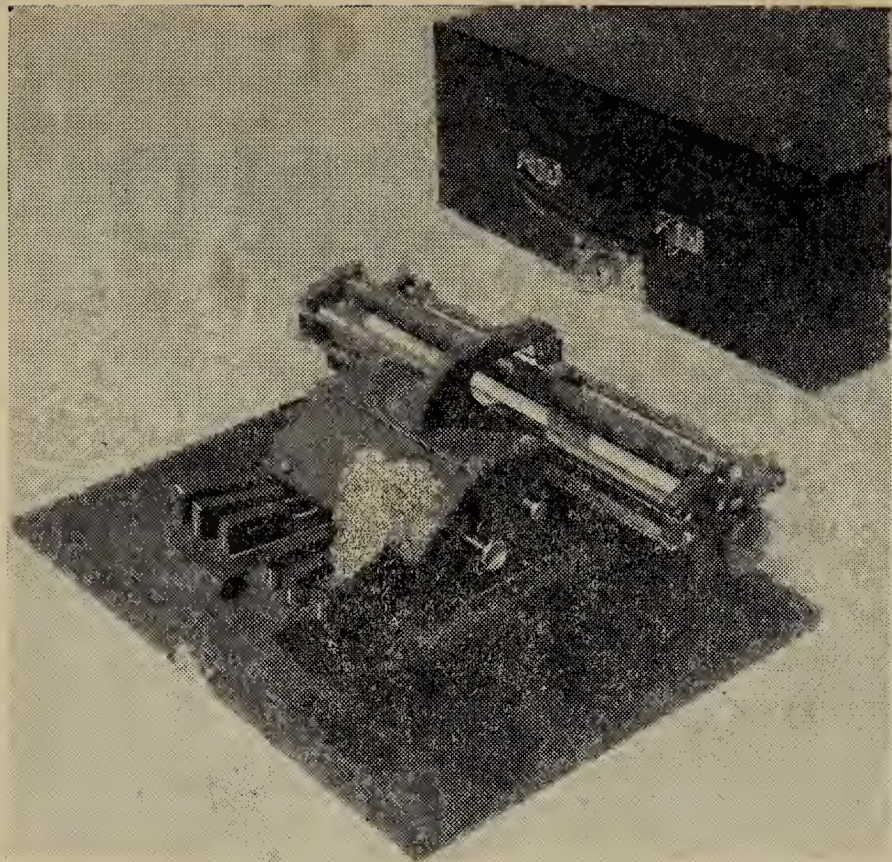
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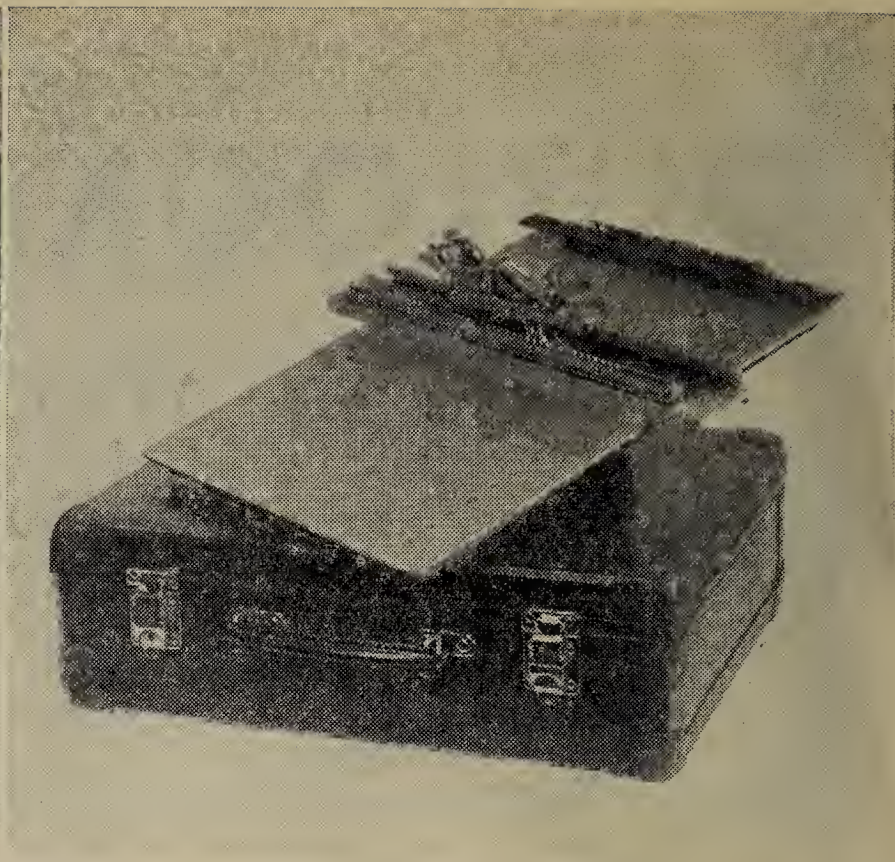
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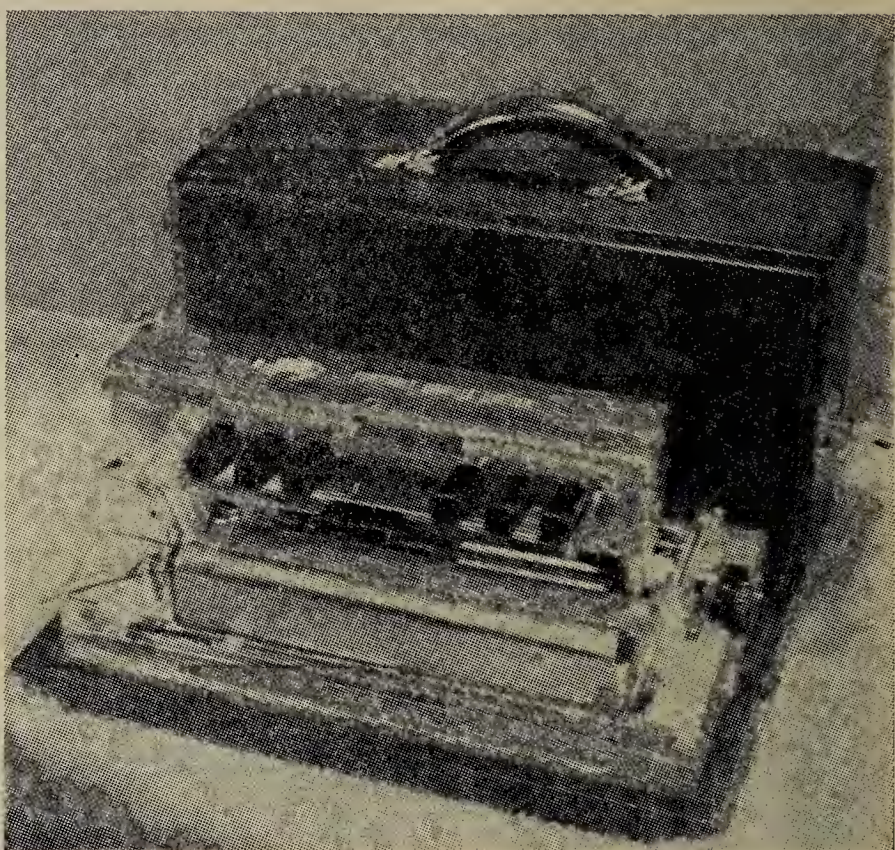
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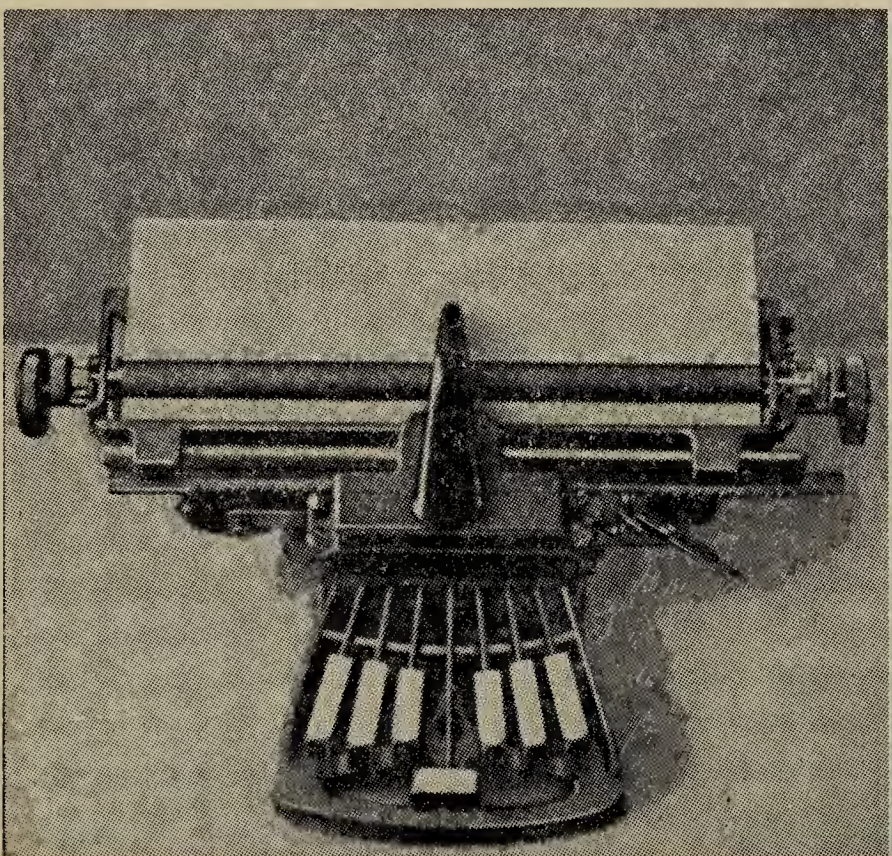
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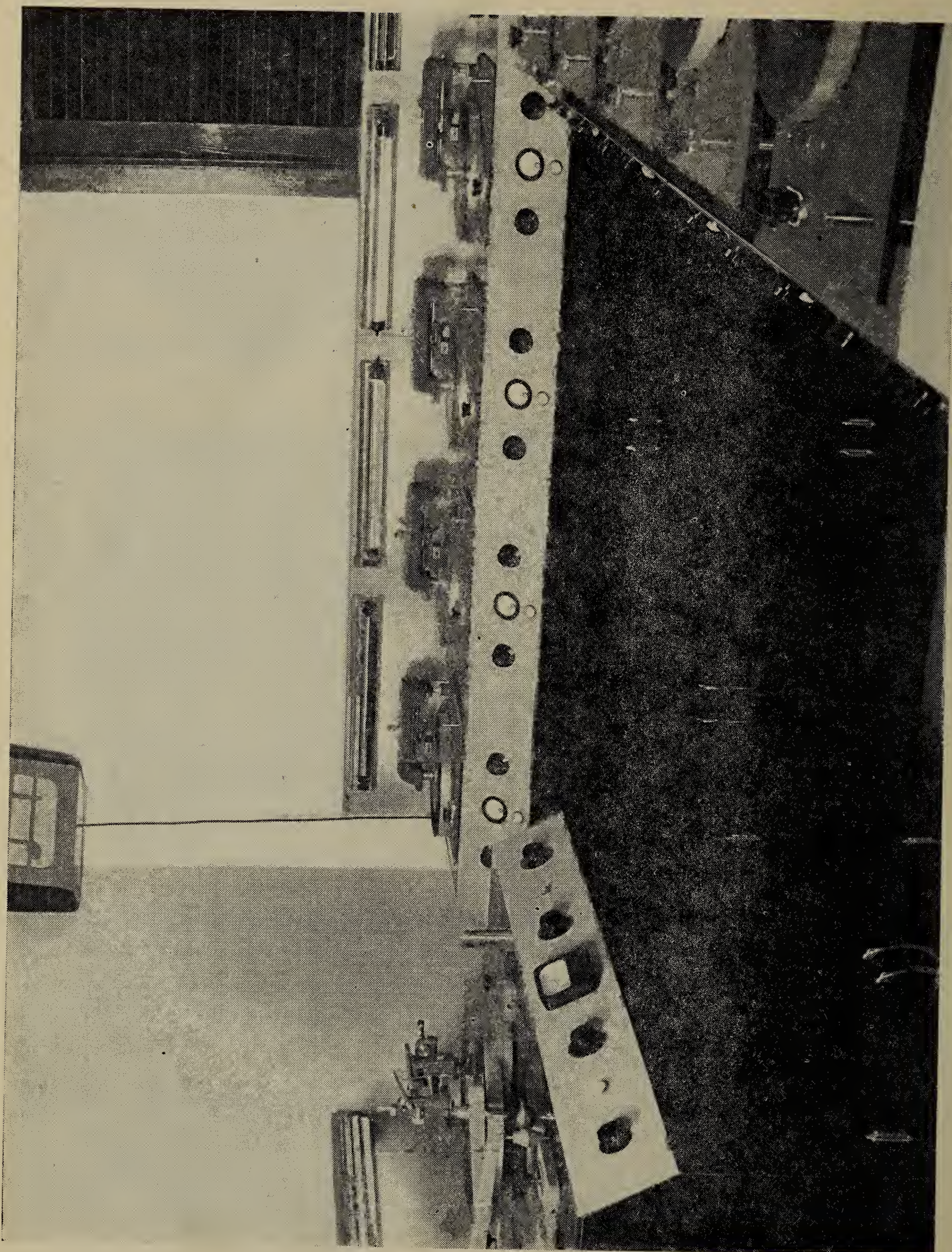
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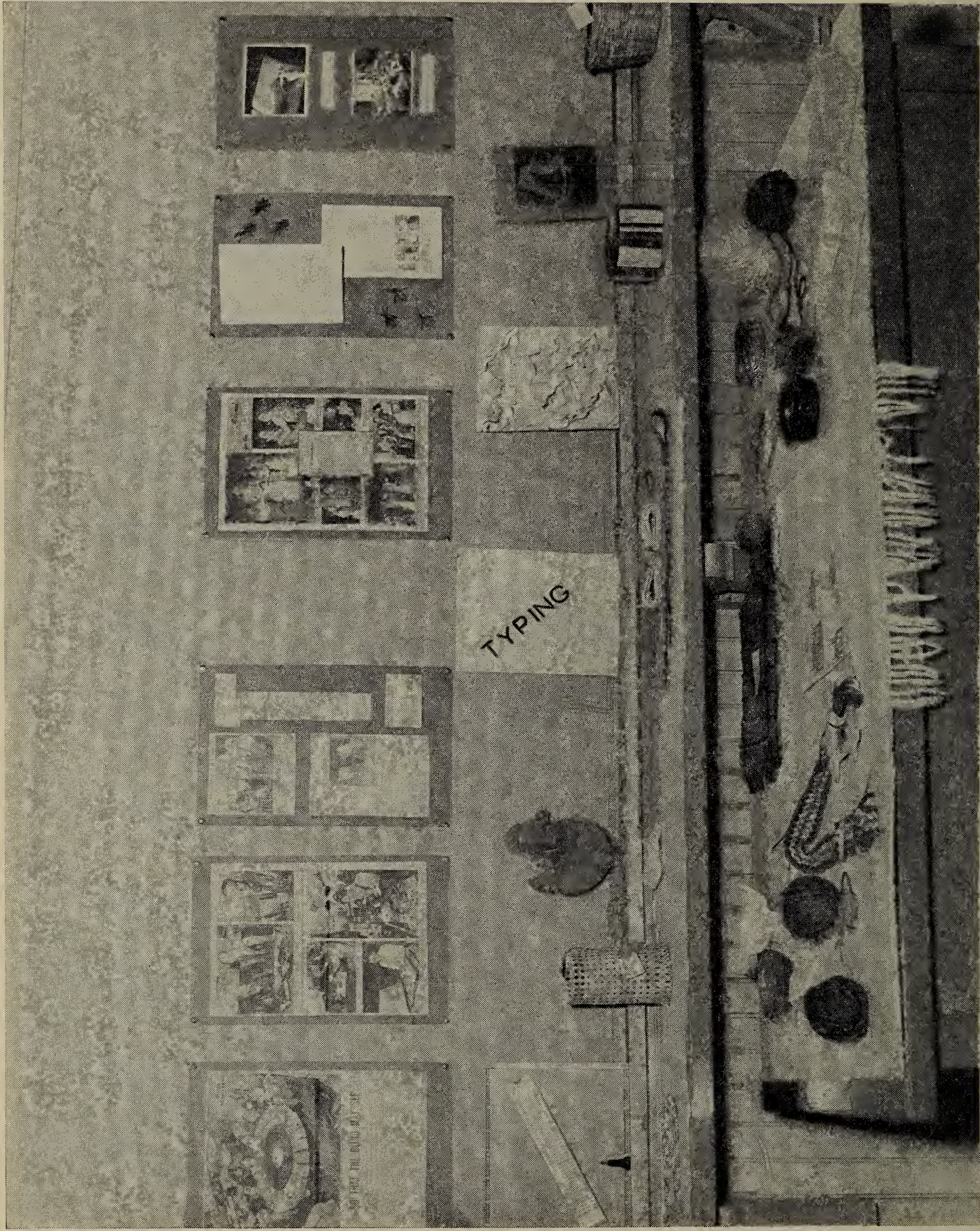
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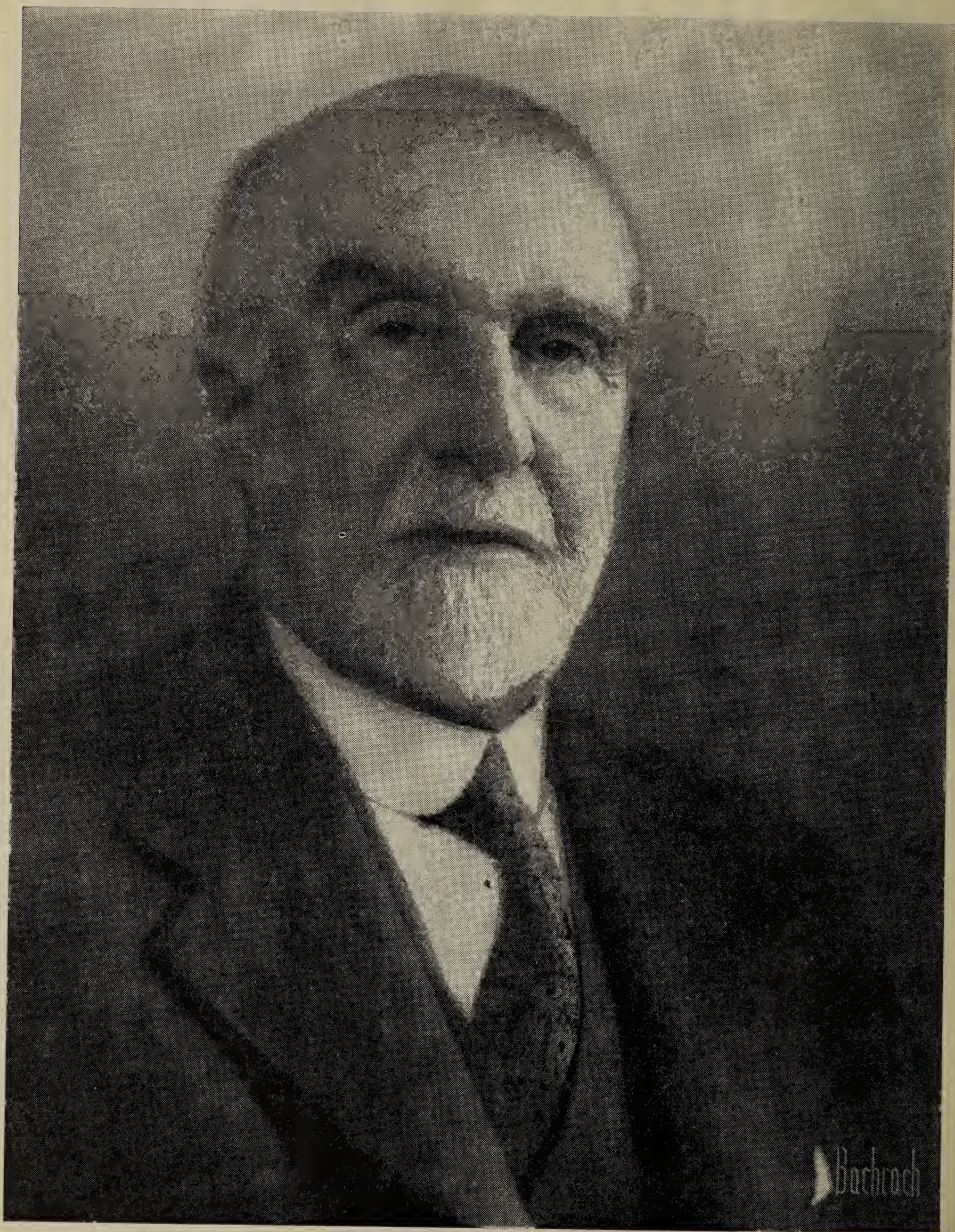
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Guests of honor at the luncheon given by the New York Lighthouse at the cornerstone laying of the new Lighthouse addition on East 60th Street, June 15, 1950 are (l. to r.), Mrs. Donald S. Stralem, Judge Henry W. Goddard, Mrs. William O'Dwyer, Governor Thomas E. Dewey, (back of Governor Dewey —Dr. Philip S. Platt), Eli Whitney Debevoise, President of the Lighthouse, and Francis Cardinal Spellman, Honorary Vice-President. The New York agency was the first in America to popularize the name 'Lighthouse' in symbolizing a plan for community-wide service to the blind. Much of its success is due to the great interest shown by such outstanding personalities as those pictured above, as they watched memorials of the occasion being deposited in the cornerstone box.



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# OUTLOOK *for the* BLIND

## *and* THE TEACHERS FORUM

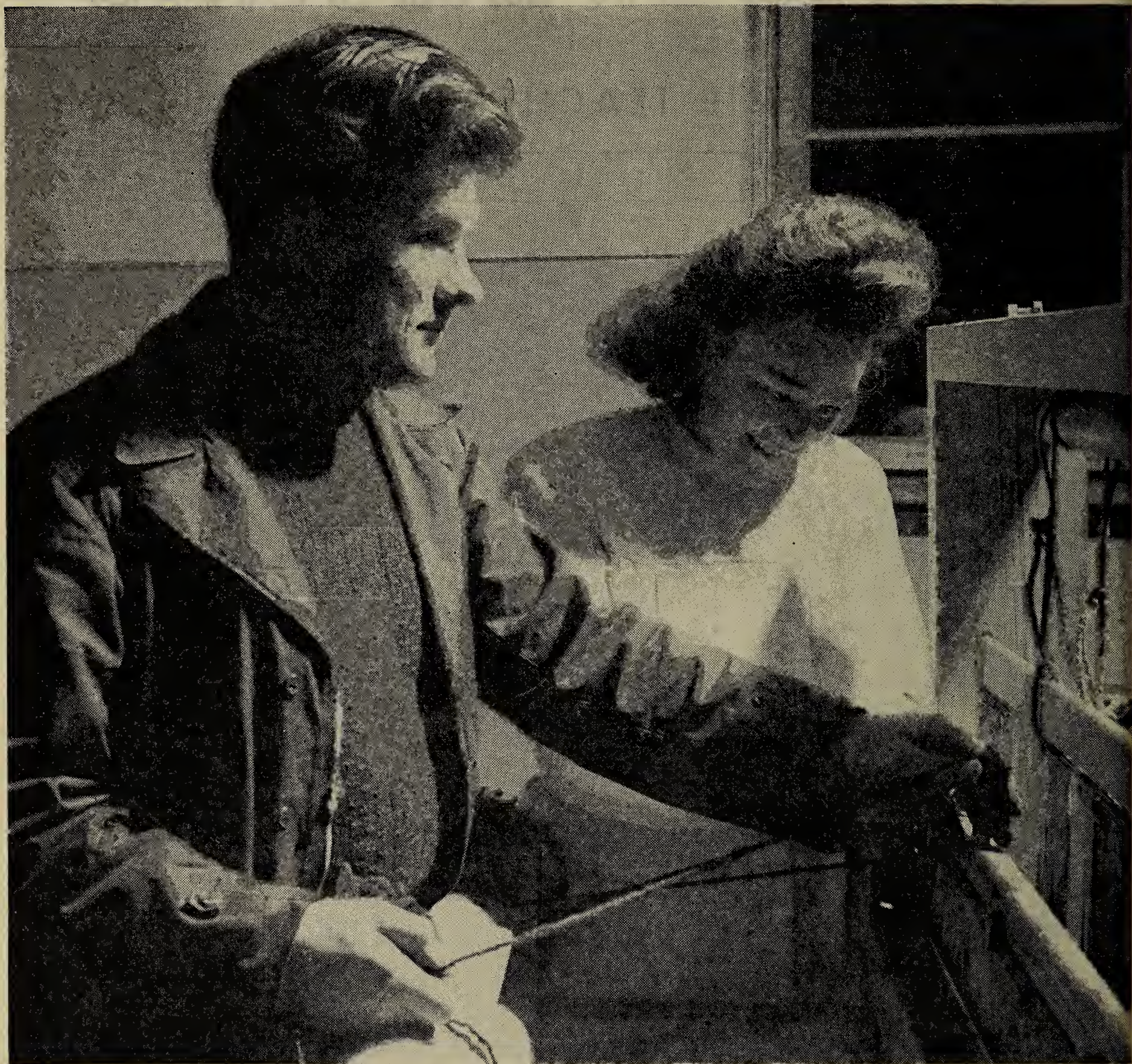
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IRO Photo.

In the former U-boat training camp at Neustadt, Germany, on the Baltic Sea, blind refugees under IRO care have pooled their learning and trades-training to set up their own rehabilitation program. Mr. and Mrs. Vladimir Arenuska met and married at the Neustadt camp. He is a Latvian weaver, blinded in combat; his wife, Anna, is a Roumanian nurse. Together, they set up a weaving loom.



# OUTLOOK *for the* BLIND

## *and* THE TEACHERS FORUM

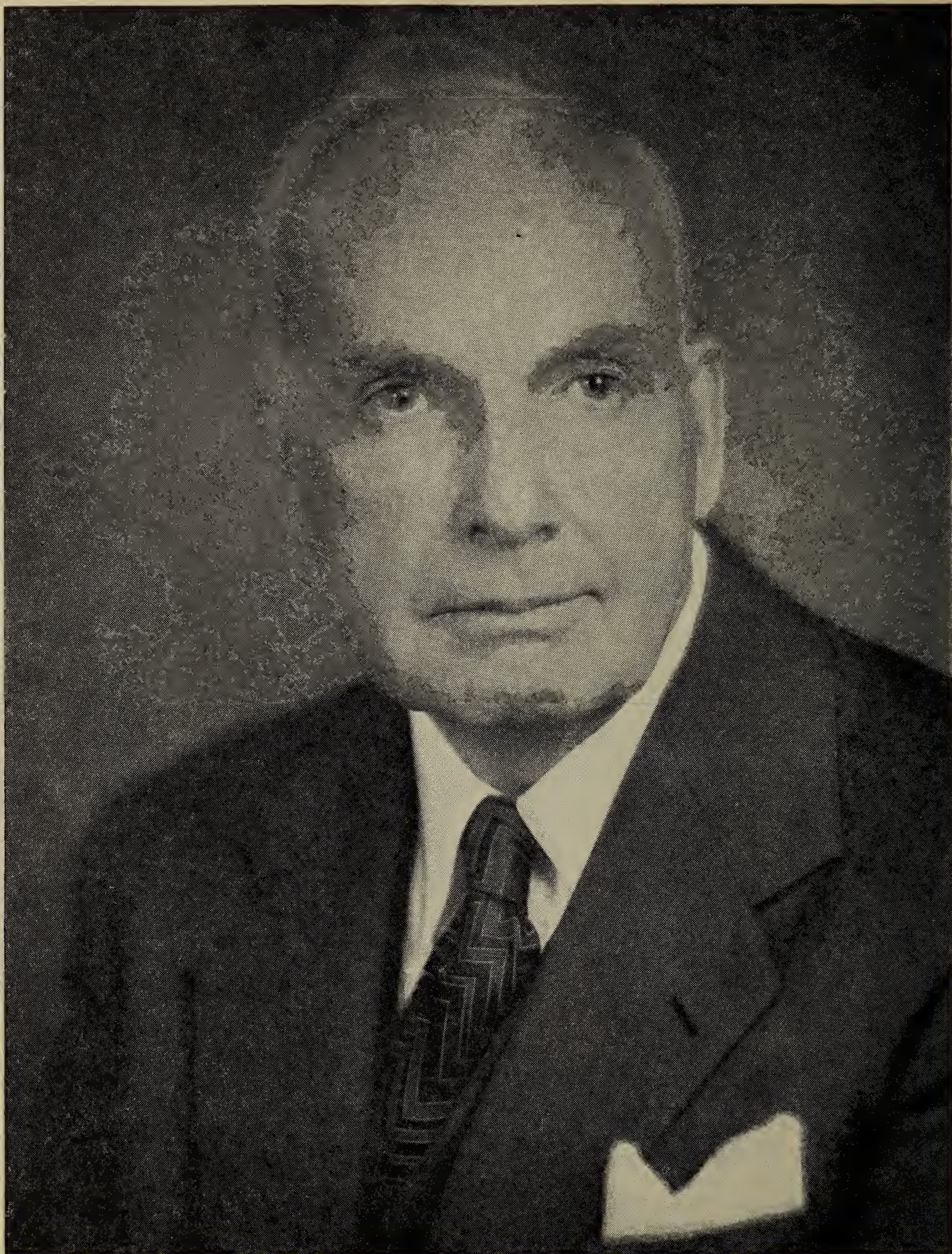
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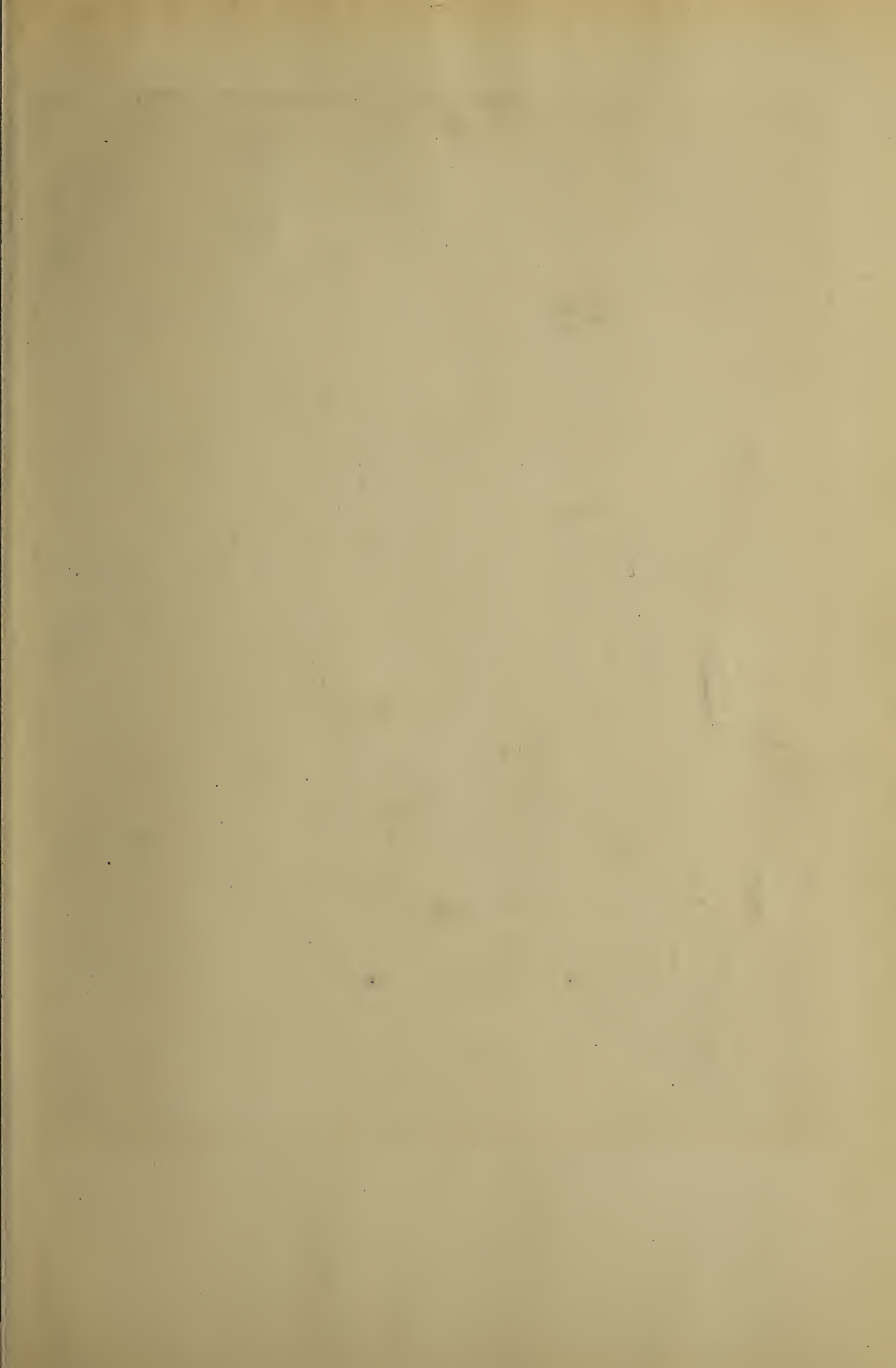
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